DOCUMENT RESUME

D 196 762	SO 013 041
UTHOR	Chapman, John M., Ed.
ITLE	1978-79 Michigan Social Studies Textbook Study, Volume II.
NSTITUTION	Michigan State Board of Education, Lansing.
UB DATE	79
OTE	413p.: For a related document, see ED 091 273 and SO 013 040. Pages 249-255 are of marginal legibility and may not reproduce clearly from EDRS in microfiche or paper copy.
DRS PRICE	MF01/PC17 Plus Postage.
ESCRIPTORS	Bilingual Students; *Cultural Pluralism; Disabilities; Elementary Education; Females; Foreign Countries; Gifted; Minority Groups; Multicultural Textbooks; Readability; *Social Studies; *Textbook Bias; Textbook Content; *Textbook Evaluation
DENTIFIERS	*Michigan

BSTRACT

This document, Volume II of a two-volume report on
he extent to which four elementary level social studies programs
eflect the multi-racial, multi-cultural nature of American society,
ontains individual reports of each reviewer. Fifteen reviewers
xamined textbooks and accompanying instructional materials according
o the degree to which they accurately reflect our multi-cultural
ociety, portray people from other areas of the world, are concerned
ith the handicapped and women, are adequate for bilingual and gifted
tudents, are at appropriate reading levels, and accurately reflect
urrent scholarship in social studies education. Textbooks and/or
rograms reviewed were "Concepts and Inquiry" (Allyn and Bacon,
978), "The Social Sciences: Concepts and Values" (Harcourt, Brace,
ovanovich, 1970), the "Holt Databank System" (Holt, Rinehart, and
inston, 1972), and "Windows on Our World" (Houghton Mifflin Company,
976). The findings are organized according to reviewer, each of whom
as assigned a specific topic in analyzing all four programs. These
opics are Blacks, Hispanics, American Indians, Africa, Asia, Middle
ast, Russia and Eastern Europe, Handicapped, Women, Bilingual,
ifted and Talented, Readability (two reviewers), and social studies
cholarship. General findings demonstrate that none of the programs
s adequate in all categories; significant deficiencies exist in
erms of sex bias, handicapped, and American Indians; and much work
s required before textbooks will accurately reflect our pluralistic
ociety. (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED196762

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John M. Chapman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1978-79 Michigan
Social Studies Textbook Study

Volume II.

SO 013 041

Michigan State Board of Education, Lansing

STATE BOARD OF EDUCATION MEMBERS

Barbara Roberts Mason, President	Lansing
Norman Otto Stockmeyer, Sr., Vice President	Westland
Dr. Gumecindo Salas, Secretary	East Lansing
Barbara Dumouchelle, Treasurer	Grosse Ile
John Watanen, Jr., NASBE Delegate	Marquette
Silverenia Q. Kanoyton	Detroit
Annetta Miller	Huntington Woods
Dr. Edmund F. Vandette	Houghton

Ex-Officio Members:

William G. Milliken, Governor

Dr. Phillip E. Runkel, Superintendent of Public Instruction

ABSTRACT

Four elementary level social studies programs used in Michigan Schools were examined to determine the extent to which they reflect the multi-racial, multi-cultural and pluralistic nature of our society, both past and present. A group of independent reviewers were asked to review and rate the grades K-6 materials according to criteria approved by a Michigan Department of Education Social Studies Textbook Review Steering Committee. Each reviewer was asked to complete a total of eight sets of criteria checklists (2 per publisher) and four narrative reports (1 per publisher).

Volume I of the present report includes an overview and organization of the 1978 Social Studies Textbook Study; a Summary of Findings, Recommendations and Editorial Commentary; and, an Appendices which includes copies of the criteria checklists used along with a listing of reviewers, editors/technical writers, and the Textbook Review Steering Committee.

Volume II, which is available on microfiche includes the individual reports of each reviewer. The microfiche is available in Michigan Intermediate School Offices, the State of Michigan Library and through ERIC.

The findings of the reviewers in this study are consistent with findings by others in studies conducted during the same time period. That is,

1. The publishers of the materials reviewed have attempted to respond positively to the need for the development of instructional materials which accurately portray our pluralistic society;

2. None of the programs were adequate in all respects and categories in regard to omissions, stereotypes, distortions, and bias;
3. In particular, in regard to sex bias, handicapped, and American Indians, there were significant deficiencies noted, and;
4. There is still a long way to go before textbooks will be available which accurately portray our pluralistic society.

VOLUME II

REPORTS OF REVIEWERS

TABLE OF CONTENTS

Page

FOREWORD i

VOLUME I, PART I
Overview and Organization of 1978 Social Studies Textbook Review

A. INTRODUCTION: The Social Studies Textbook Act vi

B. Historical Review of Previous Michigan Textbook Studies 1

C. Textbook Evaluation and Selection: A Professional Responsibility 8

D. Design of the 1978 Social Studies Textbook Study 16

VOLUME I, PART II
Summary of Findings, Recommendations and Editorial Commentary 25

A. Individual Reviewers Reports 26

Reviewer #1 (Blacks) 26

Reviewer #2 (Hispanics) 33

Reviewer #3 (American Indians) 37

Reviewer #4 (Africa) 44

Reviewer #5 (Asia) 48

Reviewer #6 (Middle East) 52

Reviewer #7 (Russia and Eastern Europe) 58

Reviewer #8 (Handicapped) 65

Reviewer #9 (Women) 67

Page

Reviewer #10 (Bilingual) 75

Reviewer #11 (Gifted and Talented) 78

Reviewer #12 (Reading) 81

Reviewer #13 (Reading 83

Reviewer #14 (Social Studies Scholarship) 88

Reviewer #15 (Social Studies Scholarship) 97

B. Suggestions for Consideration by Appropriate Agencies, Organizations, Publishers and Individuals 107

C. Recommendations for Future Studies 109

VOLUME I, PART III
Appendices

A. Criteria Checklists Used for 1978 Study 111

1. Blacks and Sex Bias 111

2. Hispanics 112

3. American Indians 115

4. Area Studies 118

5. Handicapped 121

6. Bilingual 122

7. Gifted and Talented 127

8. Readability 129

9. Social Studies Scholarship 133

B. Listing of Reviewers and Editors/Technical Writers 136

C. Textbook Review Steering Committee 137

VOLUME II

Reviewers Reports (available on microfiche at the Michigan State Library and at Intermediate School District Libraries)

		Page
A.	Introduction to Individual Reports	1
B.	Reviewer #1 (Blacks)	2
C.	Reviewer #2 (Hispanics)	20
D.	Reviewer #3 (American Indians)	42
E.	Reviewer #4 (Africa)	79
F.	Reviewer #5 (Asia)	108
G.	Reviewer #6 (Middle East)	145
H.	Reviewer #7 (Russia and Eastern Europe)	162
I.	Reviewer #8 (Handicapped)	205
J.	Reviewer #9 (Women)	214
K.	Reviewer #10 (Bilingual)	233
L.	Reviewer #11 (Gifted and Talented)	244
M.	Reviewer #12 (Reading)	265
N.	Reviewer #13 (Reading)	289
O.	Reviewer #14 (Social Studies Scholarship)	305
P.	Reviewer #15 (Social Studies Scholarship)	359

INTRODUCTION

The Social Studies Textbook Act

This study of textbooks is conducted by the Michigan Department of Education in compliance with Act 451 of the Public Acts of 1976, being Section 380.1173, of the Michigan Compiled Laws.

> 380.1173 Social Studies; selection and survey of instructional materials.
>
> Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society. (2) The State Board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

The major focus of the 1978 Study has been on elementary social studies textbooks and related supplemental materials. In addition, the scope of the review has been increased to include categories which were not included in previous studies, i.e. American Indians, Handicapped, Women, Bilingual, Gifted and Talented, and Other Areas of the World.

10

Introduction to Volume II: Reports of Reviewers

Part II of this report includes all of the reviewers' reports. As stated earlier, fifteen reviewers were directed to examine the elementary social studies programs of four publishers; and to complete and submit to the Department two sets of agreed upon checklists per publisher together with one narrative report per publisher.

Reviewers completed the task as assigned. The bilingual education reviewer examined the materials of only two programs, the reviewer who focussed on how accurately Blacks were portrayed did not examine the Holt Data Bank materials, and a few of the reviewers elected to review those middle school materials which were available for review on an optional basis.

All materials submitted by the reviewers were reviewed and edited by Dr. Grace Kachaturoff, Dr. Georgianna Simon and Dr. John Chapman. Only the narrative reports of the reviewers are included in this report. No changes have been made in the substance of the reports submitted to the Department. The reports, then, represent, in very large measures, the respective views of the fifteen members of the review panel.

In this part of the report, the pattern followed for each reviewers reports is:

1) Allyn and Bacon;
2) Harcourt, Brace and Jovanovich;
3) Holt, Rinehart and Winston; and,
4) Houghton and Mifflin.

Reviewer #1

The Making of Our America

Allyn and Bacon

This upper elementary text has a traditional type format. It is divided into four parts and these parts are sub-divided into chapters. Each chapter is interspersed with problems and questions for students to solve as they read. These questions/problems are identified as easy to solve, harder to solve and something extra-maybe for homework.

This review will address each of the four parts as to the treatment of Blacks. Specifically, the evaluation pays close attention to how well the text follows the criteria checklist included in Appendix A.

Part One is called "Early Times in America." Page 3 speaks to the belief that when there were no people in North America or South America there were people in Eurasia and Africa. There is no further mention of these Africans. The concept is not expanded or broadened so that the message received would be strongly positive. The authors could have included the discoveries of the Leaky family at this point. However, our next Black Experience is on page 40 where brevity is the word as the authors tell us "Europeans brought slaves from Africa. The Africans were forced to work for the Europeans." "No explanation as to the identity of these slaves"--i.e. people, animals, etc.? Very insignificant treatment. In Chapter 4 (Part One, Page 43) there is a discussion on the "Explorers of the old world and the new world." Although there were many Black explorers, this text makes mention of only one, Estevan or Estavanico sometimes referred to as Little Stephen. Estavanico explored the Arizona territory in 1538 yet, none of this information is included in the text. There is no illustration picturing this positive black image. Page 52 introduces the institution of slavery. A sketchy paragraph infers that slaves were for sale in Africa i.e.--"They went to Africa to buy slaves."

Part Two "From Colonies to Nation." The first mention of Blacks is on page 92 -- which is a map plan of a southern plantation showing the "neat rows of slave houses." The version of slavery follows to page 103. The reader is told how well the slaves are treated. The harsh reality of the most brutal slavery system in existence is treated like a fairy tale. The use of the term "Negro" is offensive, yet the authors refer to Blacks in this manner throughout the text.

In dealing with the Boston Massacre and the subsequent conflicts, again omitted are the Black heroes. No mention of Crispus Attucks, Black soldiers and the role they played are all omitted. Hidden on the last page of the chapter at the bottom of the page (last name on the page) is the name Peter Salem. On June 17, 1775, during skermishes at Bunker Hill, many Blacks fought along with other American rebels. Among them were Prince Hall later to become the founder of the first Black Masonic Lodge in America; Salem Poor and Peter Salem. Peter Salem was a member of the first Massachusetts Regiment. When the Red Coats were attaching on Breeds' Hill he was in the thick of the battle. It was during one of these assaults that Major John Pitcairn was killed. It was Peter Salen who fired the shot. The contributions and bravery of the Black soldier should not be omitted from any wars.

In Part Three of "The Nation Expands," very little attention is given to the role of Black Americans in the western expansion movement. Minimal coverage is given to James Beckworth and Deadwood Dick. Students needs to know that Blacks were involved in every segment of life in "the old west". Students must be taught the truth about the Lewis and Clark expeditions. Lewis and Clark were led by Black guides - This text has omitted a very colorful and exciting segment of the western movement. Black children, as well as other children need to have pride in their heritage. They cannot feel this sense of pride if the truth about their heritage is blotted from curriculum materials.

The contributions of the great Black inventors to the perfection of the Iron Horse are omitted from this book. Maybe the authors are unaware of the tremendous influence of the Black Inventors upon American Industry and culture.

Part Four "Industries and Cities in Our America." The last unit of the text presents a very sketchy accounting of the end of slavery. Again the authors refer to "Negroes as slaves." The great statesman, Frederick Douglass, is presented very weakly. Also, the Reconstruction period is totally distorted, which is typical for many textbooks.

The Making of Our America lacks information about and for Blacks. It is biased throughout each of the four units. It has been a very painful experience trying to identify positive aspects of the book -- there are none.

For the lower elementary review we examined Communities at Home and Abroad, Our Community.

The authors of this little series seem to be unaware of the harm that can be done to small children in curriculum materials. For the most part, the pictorial content is not representative of the Black Experience.

Looking at page 7, students are learning directions as they study the Globe with their teacher. However, in this group, there are no Black children. This program consistently omits Blacks in illustrations. The underrepresentation and/or stereotyping is also consistent. The next pictures of Blacks is represented by the Aborigines of Australia on page 34. The self-concept of a second grade Black child cannot be enhanced when he views "himself" in this setting. Also, see page 46.

The group pictures and crowd pictures on pages 44 and 45 do not include Blacks.

The children pictured on pages 52 and 53 could possibly be Black, but with their faces hidden - who can tell? This is very insignificant treatment.

What is a family? Who are members of a family? The picture of the family on page 54 sends a message that all families have a mother, a father and a few children. The Black family is not always the "typical" family as is pictured.

The concept of poverty in the inner city is reinforced by the pictorial representation of the recreation area on page 77.

The occupations depicted for Blacks on page 113 represents severe stereotyping. . .for example: the attire of the old farmer.

Finally, the authors remain consistent as they present a classroom of students. These students are listening intently to their teacher as he reads to them. The teacher and all of the students are white...All white.

In the Allyn and Bacon Program the treatment of Blacks is insignificant and damaging. Damaging for the Black student because it promotes racism. Damaging for other groups because attitudes are shaped by the printed word and the absence of images.

Reviewer #1

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

It is apparent that the authors of the Social Sciences - Concepts and Values program have attempted to integrate the Black Experience into their Social Studies Curriculum. However, the effort is feeble both in content and illustration.

To begin, consider the Level Three Text (identified as "Green"). The first illustration of Black Life appears early in the text (page 2) and it depicts Black workers in stereotyped jobs. Occupational stereotype serves to reinforce the notion that Blacks are only suited for menial work. On page 25, there is a picture of a Black male and two Black children. The sub-topic is "Learning a Language." It is unclear as to whether or not this is a family. To clarify the situation and further enhance the positive father image, the authors could have included another question: "Can this father help his children learn language?" In the group of children (3) working with maps on page 40, one child is actually drawing the map, the second is using a compass and the Black child is pointing with his finger.

Black written content and illustrations do not appear for the next 40 pages.

In Unit Three "Groups in the Community," (pages 83 through page 86) much attention is given to a family of Morroco. This family lives in crude housing and everyone works hard to make a living. The illustrations are colorful and clear--this reinforces the idea that African nations are primitive and underdeveloped. At the end of the chapter, this family of Morroco must go into the village to sell their sheep, wool and thread for money they so desperately need. They must sell to the weaver who is not Black. Here again is subservience for Blacks and authority for Whites. Similarly, Kwesi and his grandfather are highlighted more in the village of Aflao, Ghana (primitive) while life in Accra, Ghana is minimized. The reference to "Change in Ghana" is not explicit--change from what to what? This is misleading and does not address the concept of **emerging** nations.

Omissions permeate the entire book: Page 121 Four groups of workers - no Blacks. Page 131 The Account of Columbus' great discovery, mention is made of his crew but no names and no pictures of the Black navigators who accompanied him. Also, omitted is Estavanico, Arizona's African explorer. (Page 135) --- The brief sub-topic "New People in the Americas" distorts how Africans came to America, (romanticized). Moving to page 185, sub-topic "Servants From Africa" another distortion about slavery. Level Three students know better, and those who are unaware of the truth should not be exposed to a romanticized version of slavery. "Different views" another sub-topic page 222, attempts to cast doubt on Crispus Attucks, a **Black** hero.

The treatment of Blacks is distorted, misrepresented or omitted in **this** book both in written content and pictorial content.

Therefore, the Third graders (and maybe their teachers) will conclude that Blacks are second class citizens who came from savage and primitive Africa; that Blacks do not belong in the textbook because there is something wrong with them.

The format of the book is refreshing and attractive. The inquiry approach is thoroughly done. In the hands of a craftsperson the identified objectives can be achieved. However, the inclusion of Black Americans in illustration and content must be accurate, true and fair. This book requires a great deal of teacher innovation and input.

The Level Five Text identified as "Purple" has very little Black representation: Even though the Teacher's guide Principles and Practices in the Teaching of the Social Sciences Concepts and Values provides for the use of supplementary materials i.e. A Probe Into Leadership: Images of Black Americans. Generally, only the text is used for the traditional classroom instruction. In the text itself Black treatment is minimal in written content as well as pictorial content.

In Unit One "Two Ways to Study People" the authors go to great lengths to convince the reader that the oldest remains (Cro-Magnon) were found in Europe and North America. These books,. at the time of their finding, were approxiamtely 12,000 years old. The entire unit addresses cultures of long ago. Much attention is given to the evidence found by scientists which caused them to make "educated guesses." The findings ere in 1868 according to the text. Yet, omitted from his wife Mary and their son, Richard. It is on the continent of Africa that the oldest human - like fossils have been found. In the Northeastern part of Tanzania at Olduvai Gorge, the Leakys (archaeologists) unearthed human remains nearly two million years old. To not include this information is a grave sin of omission.

Also, in Unit One there are four insignificant and/or obscured pictures of blacks. There is one clear picture (page 32) which is biased in that it shows a social scientist (authority figure) studying some unidentified group of blacks.

Unit Two: "A View of Cultures" completely omits any reference to Blacks except on page 114 (last page of Unit). Coverage is given to a Black anthropologist who has studied the Kpelle of Africa. This is severe underrepresentation: - tokenism. The same underrepresentation prevails on page 117: Hair braiding keeps the culture of Blacks alive - distortion.

"A Peoples Resources," Unit Three, is even worse that units one and two. Black representations is zero.

In Unit Four, "A People's Choice," the theme of omission continues until suddenly (page 212) a distorted version of the slave trade is presented. The illustration of a slave ship is not referred to in context - just plain ignored. Further references to slavery are simply addressed as economic needs: "As time passed, even the many Southerners who did not like slavery needed large numbers of slaves more than ever. They felt that people in the Northeast did not try to understand their situation." - page 228. The Missouri Compromise is explained as if it were an equal opportunity love story - (pages 230 and 231). On page 232, the distortion and misrepresentation of Nat Turner is revolting. The underground railroad is depicted as being led by people other than blacks - rather than a cooperative endeavor of Blacks and others. Frederick Douglass, John Brown and Dred Scott receive token attetion. The war and Abraham Lincolns' motives are adquately depicted. However, misconceptions prevail as the authors tell us (page 252) "Some slaves had been treated well."

The reconstruction era and the plight of Blacks are given adequate treatment. A plus for this text is that it does mention the fact that history books have long omitted and neglected the roles Black Americans have played in the building of the United States. In the opinion of this reviewer, the authors needs to research, revise and refine this text. Black treatment is very poor. It is incredible that in the late seventies publishers continue to perpetuate racism in curriculum materials. In spite of protests and increased awareness, the sins of omission continue.

Reviewer #1

The Holt Databank System

Holt, Rinehart and Winston

The Holt, Rinehart and Winston Databank Program breaks away from the traditional textbook approach. The format has three components: The Textbook, Databank and the Teacher's Guide. The program is designed to stress an inquiry/individualized mode of instruction which makes use of a variety of non-book materials. The Teacher's Guide provides a calendar outline for each unit and relates the use of all materials in the Databank. There is a Scope and Sequence Chart in the Guide, which lists additional supportive and supplementary topics, concepts, skill development activities and inquiry goals.

The Databank was not available to this reviewer, but the Teacher's Guide lists and identifies materials to be used from the Databank with specific units. Also listed in the Guide are inclusions of the Black Experience. Of special interests are the topics in Units Four and Five, "The European before Columbus," and "The West Africans." Therefore, the Program seems adequate if all three components are used. However, for the teacher and students who must use the Textbook Inquiring About America, there is little to be learned regarding Black life. The positive images are few or absent, the sins of omission are glaringly present. Pictorial content and written content do not reflect the Black Experience, neither past nor present. Present day events are not realistically presented. The content does not encourage a positive self-image for the Black child.

Page 14 - Unit One - "Who Discovered America?" Much time is spent on the question of Columbus' identity. Yet the authors do not bother at this time, to identify the Black navigators who were vital members of Columbus' crew. No further mention is made of Blacks until page 87. Here there is a picture of half-dressed Blacks depicted as servants to a white (fully clothed). It is not clear who these Blacks are as no mention is made of them in the context.

Page 95 - Unit Four - "The West Africans". The authors do not do justice to the Great African Kingdoms of Ghana, Mali and Songhay. Timbuktu, the center of learning and trade for much of the Muslim world, is presented as a "city that survived." Ghana was the center of trade and power until conquered by the Mandingo tribes who called their nation Mali. Then Mali was conquered by one of its neighbors, the nation of Songhay. At the time that Christopher Columbus was a young sailor (1470), Songhay had become the largest and richest country in Africa. One of its greatest cities was Timbuktu. This city was best known for its many schools. It also boasted a fine University. Curriculum materials should not omit information that is part of a childs' heritage. In the category of erroneous grouping, this is the severest kind of underrepresentation. All children have a right to know that great African Kingdoms, based on trade, rose and fell much as kingdoms have risen and fallen throughout the world. Even more, children must be taught that the break-up of both African and European empires occurred because local loyalties were greater than national loyalties.

Page 136 - Unit Five - "New Peoples Arrive" Black Explorers are included in the chapter, "The Slave Trade"; however, Estavanico is identified as "another Black explorer." There are no illustrations of these explorers who were among the earliest settlers of America.

Page 138 - Unit Five - (Continued) The authors insult all of Black Life when they say "Spanish priests tried to educate Blacks and teach them about religion." The implication here is that Black slaves were ignorant and had no religion of their own. Also, the authors state, "slaves had no time for learning." Children need to know that Black slaves found time for "learning." They were craftsmen, doctors, nurses, skilled tradesmen, and great inventors.

Page 206 - Unit Eight - "Should Lincoln Issue the Emanicipation Proclamation?" A gross misconception is written here. "Sometimes owners treated slaves very cruelly, but this did not happen often." To be a slave is to be treated cruelly! There is no such thing as a contented or happy slave! What is "kind" slavery?

Page 221 - Unit Eight - (Continued) The Reconstruction period is brief and sketchy. The treatment of the Freedman and the plight of former slaves is not addressed realistically. If children are to learn about this period, then the material must be factual and accurate. Black code should be clearly and succinctly explained. These unjust codes must never be treated as insignificant.

Page 295 - Unit Twelve - "Problems and Decisions" Only a few examples of Jim Crow Laws are presented here. The Black Code and Jim Crow Laws were harsh and inhumane. These laws were written specifically for and against

Black people. Students must learn that Slavery, Black Codes, and Jim Crow Laws are at the root of the plight of Black Americans today.

Inquiring About American History is lacking in meaningful Black content, in both words and images. Children taught from this kind of curriculum are being exposed to a subtle image-defeating denial of their ancestory, and to the disdain in which they are held by the society at-large. A re-evaluation of the entire context of this particular text seems, to this reviewer, to be needed. Hopefully, there are supplementary materials and activities in the DATABANK (which I did not review), that will compensate for the racist overtones prevalent throughout Inquiring About American History.

If we are to open the door for children in this, the "International Year of the Child," that door must not be shackled by slurs, stereotypes, segregation and racism. A thorough and factual curriculum can open the door.

Quite the opposite kind of treatment is to be found at the lower elementary level. Databank Inquiring About People Level One provides an integrated format. Black content is very visible. The crowd and group pictures reflect Black life in a positive humane way. Young Black children can see positive images of themselves thus bringing joy into the learning process. The treatment of Blacks is meaningful and refreshing. Pictorial and written content depict Black life, past and present. However, on pages 61 through 63 children meet a family of Kenya who live in a grass hut. The textbook does not address the need to correct imbalance by providing the children with a modern African scene. This reinforces the misconception that "Africa is a land of underdeveloped jungle." The teacher must provide children with positive images of their ancestry.

For the most part, this little book is better than others in the series.

Reviewer #1

Windows on Our World

Houghton/Mifflin

Visibility of Blacks is minimal in this text. Except in separate special sections, the Black realities of life are omitted. The theme of the book as it related to Blacks is that of the "invisible man." If children are to recognize something of their own lives in text books, The Way People Live is found wanting. The stories, examples and illustrations rarely reflect Black life. Where there are pictures, Black representation is negative and biased. For example:

Page 55	Picture of a Black man making tools by hand. (this is our illustration of what happens in some parts of the world.) The topic here is "What Is Technology?" There is imbalance because on the next page the pictures are of complicated tools but, there are no Black people operating these machines.
Page 170	Pictures are labeled "Negroid." (Caucasoid and Mongoloid) These terms are obsolete and have been, or should be replaced by "racial identity". If the goal is pluralism, then emphasis should not be placed on differences.
Page 180	Comparison between slavery systems. Omitted is the fact that slaves in Africa could work their way out of slavery and become anything they wanted to. For example, they could become leaders in the government.

Page 182	"Scapegoats and Race", "An African Example" This paragraph should be broadened to explain the economic situation of Uganda at that time. All groups should share their side of the conflict.
Page 195	"Food Around the World" Picture of a Black child pounding cassava in Zaire. Imbalance occurs again because, there are no illustrations of Blacks preparing food in a modern setting.
Page 205	"Using Case Studies" None of these studies are concerned **with the lifestyle of Black people**, and none of the characters are Black.
Page 210	"Three Persons Who Need Something" Here again, we see no Black people. None of these participants are representatives of the Black experience.
Page 334	"Mali" represented by one short paragraph while Kinsai, China and Florence, Italy have two and three pages.
Page 345 347, 351, 355, 356 363, 365, 366	Crowds and groups, pictures with no Blacks.
Page 396 & 397	"From Cities to Super Cities" A two page picture with all white representation (a very large crowd picture)

The very subtle racist overtones permeate the entire text. Examine the two poems on Pages 221 and 222. Langston Hughes poem "Mother to Son" is described by the authors as being "as full of meaning and beauty as those of the ancient poet quoted on page 221." Granted both are beautiful poems - but why refer to Mr. Hughes "Mother" as having little education when no mention of education is made of the speaker on page 220? Maybe the use of Mr. Hughes poem has a hidden agenda, for Langston Hughes is considered a "safe" Black writer.

The Way People Live aims at effective learning, as well as cognitive learning. The Teacher's Guide provides for additional supplementary materials and activities. However, the main tool in the typical Social Studies class is the textbook.

The authors have succeeded in developing an excellent format, concepts and philosophy - yet, the absence of Black content, culture and treatment of the Black human condition continues to prevail - clever, but not clever enough. Racism will always surface.

The early elementary text from Windows on Our World selected for review is Things We Do.

The Teacher's Guide is filled with special activities which accompany each lesson. The objectives listed in the Guide are both cognitive and affective.

It is a pleasure to report that the little textbook is refreshing and relevant. Black Life is presented very realistically. Pictorial content is certainly representative of Blacks. Written content is in tune with the six and seven year old vocabulary. Any of these very young children will be able to identify with the children pictured and the setting of all pictures.

Finally, a Black child is allowed to cry and to be afraid. (However, Black children are not yet allowed to be angry in the textbook, for example, pages 34 and 35).

The child who uses this book will come out of the experience knowing the joy of being human. His self-concept will be greatly enhanced, and he/she will have an awareness of his/her own self-worth.

It is interesting how at the early elementary level, Windows on Our World provides equity and excellence; while at the upper elementary level very little attention is given to developing as a person and the self-concept.

Reviewer #2

Concepts and Inquiry
Allyn and Bacon

Overall, this is an excellent set of texts, although lacking in its treatment of Hispanic peoples. Because of the large number of texts in this series, I will attempt to highlight rather than review exhaustively.

The biography (Explorers and Discoverers) series contains several inaccuracies and stereotypes in its portrayal of the Spanish. First, Spaniards are portrayed as white; and while many undoubtedly were, none of the figures in the books possess darker, more Mediterranean complexions. Second, non-Spanish are presented as great explorers with no mention of the profit motive while Spaniards are universally pictured as gold seekers. For example, in the Columbus book, the Spanish sailors want gold, more than a generation before Cortes' discovered its existence in the Americas. The Estevan book asserts that Estevan was the leader of this expedition when, in reality, Cabeza de Vaca was. The two, together, made the long trek from Florida, through what is now the Southwestern United States, to Mexico.

The American Communities series largely fails to depict Hispanics. In A Military Community this is an important omission since, historically, Hispanics have served this country valiantly and faithfully from the Alamo to Viet Nam. P. 41 contains the only portrayal of this group (photo). An Apple-Growing Community depicts Mexican Americans in a stereotyped and sub-servient role, as farm laborers (pp. 40-1). A Rural Community shows a Hispanic child in the background of an elementary classroom (p. 159). A Forest Products Community makes no mention of Hispanics at all; and while it can be argued that percentage-wise this group is not well-represented in the industry, the pattern of omission as a whole must be considered in evaluating ethnic bias. Otherwise, the group could be omitted from most texts.

The Communities at Home and Abroad series employs examples to bring far away peoples home to the students. The Teacher's Guide to Alaska and the Eskimos does an excellent job of discussing "culture" and "culture shock" (pp. 62-3), relating these concepts to the situation of minority groups in this country and employing, among others, the example of a Spanish-speaking child in an English-speaking community or school. The Teacher's Guide to Australia and the Aborigines mentions the equal rights of Mexican Americans (a label which ignores Puerto Ricans and other Hispanic groups) and other minority peoples in the U.S. in context of the aborigine-white conflict in Australia (p. 128). However, this discussion is limited and must be developed and expounded upon in both text and Teacher's Guide.

The volumes dealing with the urban community (my designation) will be discussed as a trilogy. A Steel Making Community is essentially a study of industrial America; and as such, its main fault is that it totally ignores the important role Hispanics have played in the growth of that industry and in the development of modern, industrial America. Why is this important? The text itself provides an answer: "When you study Pittsburgh, you are really studying all our big cities" (p. 122). Our big cities are ethnically and racially heterogeneous. The Metropolitan Community does include some figures who might be Hispanic (pp. 3, 95, 107, 168); but the "family tree" of the mythical "Progress City" is the east coast. While this may be true historically, it ignores the impact of Mexican Americans,who do not share that origin, and Puerto Ricans, who do. Mexicans are represented as immigrants (p. 94) without accounting for the more than 100,000 who were here when the United States "migrated" south in the 1840's. Hispanics are mentioned in the section entitled "Problems Faced by Black Americans" (p. 166 ff.); however, the treatment is parenthetical as the section is aimed at the situation of black Americans. The text asks: "What do you know about these groups? How have they been treated unfairly?"(p. 169). A listing which includes Mexicans and Puerto Ricans follows; but neither student nor teacher has been provided with the background neccessary to formulate an informed answer. Finally, the text asserts: "Because of unfairness, black people in the city often have the hardest problems of all" (p. 169). This may or may not be the case (the point is open to debate); but it exemplifies that while the intent may be to describe the plight of minorities, the outcome is to discuss the problems of black Americans. This is precisely what I mean by "parenthetical" or secondary treatment of Hispanics.

Industry: People and Machine is the third, related volume. The theme is the auto industry, and once again Hispanics are not mentioned. Given the role that Hispanics have played in the automobile industry, in Michigan and elsewhere, the omission is a serious one. The Teacher's Guide, but not the text, mentions Cesar Chavez and the United Farm Workers (p. 132) without providing detail. The only other place in the Teacher's Guide in which Hispanic origin people are mentioned is in the immigrant context and again without detail (p. 128). These two notations foster two stereotypes about this group--that they are farmworkers (when in reality 85% of the Hispanic population in the U.S. is urban) and that they are recent immigrants (rather than the first settlers of the Southwest). In short, to fail to observe that Hispanics are part of the urban, industrial labor force is to negate the contributions of a substantial group of people.

The "Area Study" series does not directly deal with Hispanic people in the United States; however, a few points warrant mention. *Lands of Africa* represents imperialism as "humanitarian," for its elimination of "cannaibalism and slavery" (Teacher's Guide, p. 82). *The Indian Subcontinent* states that a goal is "to point out differences and similarities between the culture of India and that of the United States" (p. 11). The Teacher's Guide (p. 72) asks students to find the origins of certain words for food, including "chili," a food familiar to many Hispanic Americans. This is evidence both of positive, if minor, treatment of Hispanic culture and of the ability to relate that culture into a stated goal (quoted above).

In "The Human Adventure" series, The Interaction of Cultures is one of the more important texts because it deals with imperialism and with conflicting ideologies in periods of national expansion. While beginning with the correct assertion that Mayan and Aztec Indians were imperialistic (p. 3), the text goes on to portray U.S. policy in Latin America as humanitarian: "The Monroe Doctrine showed that the United States favored independent nations in Latin America. The United States was willing to use the threat of war to protect their independence" (p. 138). The text also summarily dismisses the Mexican War: Find out if the United States ever interfered in Latin American affairs. Report on relations between the United States and Mexico in 1846..." (p. 138). The Teacher's Guide provides the following explanation for a war that brought 100,000 Mexicans and 500,000 square miles of territory into the Union:

> In 1846 the United States and Mexico had severely strained relations. Texas, New Mexico, and California were areas that lured citizens of the United States. Texas has successfully rebelled and finally became part of the United States. But the northern country wanted New Mexico and California as well as the territory south of the Nueces River to the Rio Grande. After repeated attempts by the United States to buy California, the Mexicans began to recognize that the United States was not to be denied expansion except by war. The situation on the Neuces and the Rio Grande became so tense that eventually the Mexicans crossed the Rio Grande in force. The United States Congress then declared war on Mexico. (p. 94)

This account portrays Mexico as the aggressor, a point hotly contested at the time both in the United States and abroad.

The Age of Western Expansion fails to provide significant background on the history and culture of Spain while attributing negative characteristics to its people and government. There is no discussion of Spanish art or architecture; yet the text depicts a Spanish palace and strongly implies the frivolousness of Spain's spending without discussing the structure's architectural beauty or cultural significance (p. 136). The only real discussion of Spanish culture focuses upon the Spanish inquisition (p. 144 ff.) and is strongly anti-Catholic in tone (see question on papal power in Spain, p. 144 and the plate depicting the forced baptism of Muslim women on p. 143, and accompanying text). In stark contrast, the rise of English nationalism and government, European protestantism, and the Italian Renaissance are sensitively and completely narrated. Much of what the text tells about Spain is true; religious oppression and tyranny occupy dark chapters of that nation's history; but there is more to the story. A Hispanic child will find little of which he/she can be proud. Nor does the Teacher's Guide correct the lack of balance. Rather it seems to highlight English government, with Spanish rule used in a secondary role as a contrast in bad government (p. 108 ff.) Again, while this may be true, it fails to mention the positive while stressing the negative.

In "Challenges of Our Time," Prejudice and Discrimination asks the following questions: "Name some disadvantaged groups. How does their cultural disadvantage tend to keep racial prejudice alive in America?" (p. 18; underlining mine). The use of this term is not to be condoned because it implies superiority of one culture over another (in the very section which attempts to break down the "superior race" theory). Hispanics are given the "other minority" treatment (text, p. 29; Teacher's

Guide, p. 46). Puerto Ricans and Mexican Americans are discussed but in a rather summary fashion (the former on pp. 64-69, the latter on pp. 70-77). By comparison, an entire chapter is devoted exclusively to each of the following: black Americans, pp. 93-133; Jewish people, pp. 135-149; Sexism, pp. 151-169. This is not to negate or to imply that the latter do not warrant treatment, but why the unbalanced treatment?

The American Adventure (two volumes), as a whole, does not present balanced treatment of the history and culture of Hispanics in the United States. For example, the text dismisses in one paragraph the incorporation of Mexican Americans in 1848 (Vol. I, p. C-7). The population chart on p. C-43 is misleading. Throughout the earlier portions of the text, Spanish and Mexican settlements in the Southwest were not discussed as part of the building of the country; but here the population chart counts the Mexican American population as if it were Anglo American. The column showing U.S. population in 1820 is left blank while the 1850 population of New Mexico and Utah is given as 72,927 (most of which was Mexican). In discussing the protections granted Mexicans by the Treaty of Guadalupe Hidalgo, the text summarily dismisses the discrimination felt by this group: "In practice, both Mexican Americans and Indians suffered much discrimination in the newly acquired lands. Culture conflicts and discrimination still persist at the present day" (C-81). Without elaboration, this assertion is little better than useless. This summary treatment finds parallel in Volume II's treatment of civil rights in the 1960's:

> The year 1968 was notable for one further protest movement. The Mexican American (Chicano) farm workers of California were trying to organize a union under the leadership of Cesar Chavez. They appealed for a nationwide boycott of California grapes. Yet another minority group was demanding an equal share in American life. (p. C-136; underlining added)

In a 350 word passage on Hispanic Americans (Vol. II, pp. B-44-5) the following statement is made: "To this day, many Mexican Americans claim that their rights were *not* guaranteed....Much of this [discrimination] happened because most of them spoke no English" (italics in original). This seems a rather simplistic explanation for a profoundly complex situation. The text goes on to imply a solution: "Many, however, learned to speak English as well as Spanish, and they often got along well." The word "often" is crucial. Does it qualify the statement so that we realize that many did learn English and still did not get along well? Or is it an assertion that the problem lies solely within the Mexican American? If the former, it is grudging and, in any event, unclear. If the latter, it oversimplifies. Finally, if Mexican Americans are dismissed summarily, Puerto Ricans and Cubans fare worse. While Mexican Americans get two paragraph treatment, Puerto Ricans one, Cubans are thusly "discussed": "There are today other Hispanic Americans in the United States. Many Cubans live here" (p. B-45).

As I mentioned at the start of this review, I have highlighted rather than exhausted. Some sections, books in this set are quite good and positive; but overall, as to Hispanic people, many of the badges of discrimination remain as firmly entrenched as ever.

The Social Sciences: Concepts and Values
Harcourt, Brace and Jovanovich

This series leaves the overall impression that the publisher attempted to include Hispanic culture into the text but did so in a cursory, hasty, and careless fashion. The series suffers not only from relative non-representation and misrepresentation of the achievements and contributions of Hispanics to the development of this country; but it also displays shoddy scholarship of the Spanish borderlands and of Southwest history in general.

The level one text sometimes portrays Hispanic children in group photos (p. 1) but otherwise seldom includes them; and when they are included, they are mere scenery (p. 53). Nowhere in the text are Hispanics mentioned, an important omission in a series purporting to be bilingual (Teacher's Guide, p. 25). Drawings depict brown faces with white features (p. 13) and fail to distinguish between Latin American tropical settings and Southwestern topography. The result is a romanticized portrayal of where U.S. Hispanics live and a muddling of the latter's culture with Latin American cultures.

Like the primary text, the level two book is much like the "Dick, Jane, Sally, Spot" texts I remember (its theme: "This is Rusty's book"). It is written primarily for the white, male child as he explores the world and the people around him. The book depicts a child from Mexico, the son of a doctor, in a positive way; and while this meets the objective of teaching about the people and cultures of other countries, the implication is that Hispanics come from Mexico and not from Los Angeles, Albuquerque, New York, or Saginaw. While much can be said for depicting root cultures, the historical fact is that for many Mexican Americans, the root culture over generations and even centuries is based in the geographical United States. This is important because customs differ. For example, the Mexican custom of a woman's going by both married and maiden names is largely not followed by Hispanic people in this country (Teacher's Guide, p. 83).

The third grade text ignores completely the accomplishments of the highly civilized Meso-American peoples, who comprise an important part of Mexican American cultural heritage. In a parallel vein, Spanish contributions to the development of the "New World" are rarely noted; and when they are, the tone is grudging and negative. A few of the more serious errors follow:

> P. 135-- The rulers of Spain sent thousands of soldiers to find more gold. The soldiers found gold on the continent of North America, in Mexico. Hernan Cortes (her-NAN cor-TEZ), another Spanish explorer, conquered the largest city of the Aztec (AZ-tec) Indians. He sent its treasure back to Spain.
> P. 137-- Hundreds of Spanish priests came to America to teach their religion to the Indians. (Underlining mine.)

The "facts" are simply incorrect. Cortes entered Mexico with several hundred men, and the shipment of hundreds of priests would have left Spain with a serious shortage of clergy. Furthermore, although the Spanish, like the northern Europeans, had a commercial motive, they could not have known of the existence of gold in Mexico prior to their arrival there, as the text suggests. To be sure, Cortes was a rogue and a scoundrel, and I do not mean to excuse or mitigate the atrocities committed by the Spanish; but the text displays a lack of balance in that the northern European profit motive is at once summarily dismissed and excused: "The French and English saw that Spain was growing rich. They decided to send explorers in search of treasure in other parts of the Americas" (p. 135). The drawing on p. 135 depicts the Spanish looting, yet the barter of Manhattan for a few trinkets is dismissed in context of differing views of land use (p. 132). In the section on Spanish exploration, a dagger is pictured in the margin, followed by the caption:

"How would you feel if someone 'discovered' and 'claimed' your community?" (p. 132). This can be compared with the portrait of friendly English/ Indian relations which is painted throughout. If one is to "gloss over" history, he/she should be consistent.

The manner in which these negative images are brought into the classroom follows:

> P. 134--"The people of a nation usually share many ways of believing and behaving. The people of a nation usually share a common language, too. And like smaller groups, the people of a nation have leaders. * In 1490, most European nations had powerful rulers. * For example, King Ferdinand and Queen Isabella of Spain could take a part of all the treasure that Spanish ships brought home." (Asterisks mine.)

Technically, the text is accurate; but what follows the asterisks here does not logically flow from the concept being taught. It seems to have no purpose but to minimize the contributions of Spain and Columbus while calling an entire people greedy. Let us juxtapose the one portrayal of a Hispanic child given in the text:

> P. 150--"What should you do? Five year old Carlos has been taught to be careful of other people's things and to leave his brother's toys alone.
>
> On the first day of kindergarten the teacher told the children, 'You must remember that we are all friends, and we must share all the toys in this room.
>
> What is the problem?
> What should Carlos do?
> What may happen if he does?"

The drawing shows a Hispanic child hoarding several toys. First, we ask how this example of greed is different from earlier portrayal of the Spanish. Secondly, a Hispanic child in the strange setting of the first day of school would likely not exhibit such aggressiveness; nor would he/ she generally act this way since he/she comes from a culture stressing community and cooperation, compatibility instead of aggressiveness.

The main shortcoming of the level four text is that it often summarily dismisses the place of Hispanic people in American history. P. 170 treats in one sentence three hundred years of Spanish history in Mexico and the Southwest: "At first, people from Spain came to settle in Florida and later in the Southwest." The section on U.S. westward expansion makes this statement: "In 1607, colonists arrived in Jamestown. By 1890, farms spread from coast to coast" (p. 104). Not only are Hispanic contributions to the settlement of the "frontier" ignored, but also the implication is made that there was no one in the way of westward expansion. Not all the land from coast to coast was "open" and uninhabited. The section on trails to the west contains the following: "Indians had used the Santa Fe Trail long before the settlers came. Later, Mexican and American traders brought needles, pins, knives, spoons, hand mirrors, cotton cloth, thread, thimbles, and tools from Independence, Missouri to Santa Fe. Santa Fe was part of Mexico then" (pp. 220-21). The first part of the paragraph is confusing. Does it mean to say Mexicans came from Missouri? Which contributions were Mexican and which Anglo American? The final sentence treats as unimportant the fact that Santa Fe was the seat of government of a province of another sovereign nation, with the implication that it was really a part of the United States.

On the positive side, the text profiles a well-respected Mexican-American scholar, Ernesto Galarza (pp. 126-27) and a Hispanic scientist (p. 31). It mentions a Hispanic city planner (p. 144) and discusses the importance of learning another language, Spanish (pp. 45-6). This represents a step in the right direction, but these instances are isolated. Where Hispanics are represented in other portions of the text, stereotypes abound (pp. 107-110, migrant workers--not all Mexican Americans are migrants; p. 46--not all Hispanics are from the Southwest). Finally, the Puerto Rican and Cuban experiences are not directly noted at all.

While discussing Hispanic people in several portions of the text, the level five book largely dismisses the role of this group in the shaping of this country. P. 131 contains the following: "For hundreds of years before California became part of the United States, Indians lived in the valley." Where were Spain and Mexico in the interim? P. 132: "About 150 years ago, settlers tried to farm the valley." This fails to mention that those settlers were Hispanic. Am I "nitpicking" or is this an example, minor perhaps, of the secondary treatment of Hispanics throughout? Consider the treatment of the contemporary civil rights movement (pp. 269-81). While the treatment of blacks is still seriously lacking, the condition of this group is described fully by comparison with the one paragraph treatment of Hispanics (pp. 275-6): "Black people stirred other minorities into action. The Mexican American farm workers in California organized themselves into a union. They struggled for six years before the farmers and growers agreed to recognize their union. Finally, however, the two sides signed a contract giving the workers more pay and better working conditions" (underlining mine). This "other minority" treatment dismisses the struggles and accomplishments of a major, national minority. Factually, Chavez had been organizing since the 1940's; and Mexican Americans were engaged in farm labor strikes as early as the 1930's. To imply that the unionization and civil rights movements grew solely out of the black movement is, frankly, not true.

The text describes the Mexican village of Tepetongo (pp. 96 ff.), but this treatment contains several shortcomings: a) too heavy an emphasis on role and too little on lifestyle. Women are traditionally portrayed and the entire village is labeled unprogressive by implication (p. 97). b) the discussion of courtship in that village does not mesh with the photo of a white marriage on p. 105. c) there is no evidence to show that this culture is typical of U.S. Mexican American culture.

P. 51 represents the one, major positive image of Hispanics--a profile of the sociologist, Julian Samora.

The level six text mentions,without discussing, Hispanic people at several points in the text: Spaniards as the first immigrants from Europe (p. 102); Mexican Americans as one of several American ethnic groups having its own language (139); Cesar Chavez as a great man in history who disobeyed unjust laws (171); Hispanic farmworkers (pp. 210, 219). Here as elsewhere in this series, the Teacher's Guide provides no supporting information. While it is positive that these references to Hispanics were made, they are too few and too stereotyped a portrayal (Mexican Americans are usually pictured as farmworkers when they are pictured at all) to convey any real substance about the culture. Often, at points in the text where Hispanics should be discussed (such as in the section on civil rights, circa p. 285), they are not mentioned at all. This type of tokenism is particularly dangerous because it leads one to believe there is substance when in fact none exists.

Reviewer #2

The Holt Databank System
Holt/Rinehart/Winston

The first three levels of this series are generally quite good in their portrayal of the Hispanic experiences although familiar flaws and stereotypes find their way into the texts and teacher's guide.

The cover of the Inquiring About People text is multiethnic, including Hispanics, who also appear in the drawings or photos on page 2, 4, 6, and 35. In addition, pages 10, 44, 106, and 108 contain drawings or photos of children who might be Hispanic. Given that the thrust of the text is to depict the experiences of people from other parts of the world as well as the U.S. "humanscape," this inclusion seems significant. The Teacher's Guide covers, without much detail, the following Mexican activities: Las Posadas (p. 62) and Cinco de Mayo (p. 153). Mexican Independence Day is mentioned (p. 3). Pages 154-155 cover study of language but from a we/they point of view. The text is not intended as bilingual, but the observation that we are one country but have different languages should not be omitted. "El Tiempo de Hacer Puentes" ("The Time for Building Bridges") - an activity outlined in the Teacher's Guide (pp. 238-9) - is more detailed and suggests that Mexican American parents be involved in activities, such as making tortillas. It is significant that the word "parents" instead of "mothers" is used.

Inquiring About Communities uses photos and drawings of Hispanics throughout the text. For example, pages 18-19 depict a Hispanic family's reaction to a tornado. The only problem is that often males are portrayed wearing a mustache, an obvious although perhaps harmless stereotype (pp. 4, 5, 18-19). The Teacher's Guide (p. 6) observes that people are different, referring to the drawing on pages four and five, which shows people of different races; however, no background is provided on ethnic differences. Since the Teacher's Guide is rightly sensitive to singling out of students with deformities, it should not overlook problems caused by singling out students with ethnic differences. Sensitivity in this area would make a good text better.

Inquiring About Cities profiles cities, past and present, and people who have lived or who now live in them. Among other profiles of modern American families, it depicts a Puerto Rican family (pp. 154-57) living in Paterson, New Jersey. The father is a white collar worker who teaches his son to use a calculator. This format is effectively used in that it focuses upon the white family in much the same way and in the same number of pages as ethnic families. This helps to eliminate the "we/they" perspective which seems to plague most texts, pointing to differences in life style but not to being different because of race or culture. Two of the photos (pp. 155, 156) and some of the text (p. 157) observe the existence of Hispanic community and of the mother culture (Puerto Rico). In a word, the family is not portrayed as white with brown features.

Tikal, an ancient Mayan city, is discussed (pp. 35-57) with detailed discussion of architecture, science, and culture. Since the Mayan culture comprises part of the heritage of Mexican Americans in the United States, this should be acknowledged. As the northern European and east coast origins of white children are brought into the classroom, the Hispanic child's indigenous (and Spanish) roots warrant similar treatment.

The Teacher's Guide to this volume uses the ethnic experience to teach universal concepts: "Encourage the children to think about the [Puerto Rican] song and decide what it tells about people who move to cities from other places" (pp. 16-17). This demonstrates that majority children can learn from minority children, or conversely, that the latter have something to offer and teach.

The fourth, fifth, and sixth grade texts in this series are not of the same quality as the texts for the younger students. Inquiring About Cultures rarely depicts Hispanics in the United States (pp. 12, 136, 200). The only mention of Hispanic culture occurs in context of Navajo-Hispanic conflict on the Spanish Borderlands. Here the text slips into the familiar evil Spaniard/benevolent American view of history: "One day, a visitor told the Deep Canyon people of new strangers in Navajo land. They were also enemies of the Spanish. They had fought the Spanish and won. The Navajos thought, 'Now we have new friends'" (p. 109). The narrative proceeds to tell of the exploits of Kit Carson, who was so good to the Navajos that he burned their crops and killed their sheep, effectively starving the Indians into submission. To be sure, there was no love lost between Spanish and Navajo; but history has shown that United States' treatment of the Navajo has been less than benevolent. Paradoxically, the Teacher's Guide discusses Spanish attempts to dominate the Navajo and to force treaties upon the latter. Yet Spanish impact upon and contributions to the Navajos are summarily dismissed (Teacher's Guide, p. 111). One final point on the above-quoted passage: It is inaccurate in that it confuses Spanish and Mexicans. The United States defeated Mexico, which had won its independence from Spain over a generation before.

Inquiring About American History has little to commend it as far as positive or even balanced treatment of Hispanic culture in American history. The text observes that the Spanish were one of the first groups of Europeans to "try to settle the New World" (p. 124); however, Spain is described as an exploiter only. Treatment of northern Europeans intensifies this flaw: "While the Spanish grew rich on the gold and silver of the New World, the French discovered other kinds of wealth. They found good fishing grounds off the northeastern shores of North America, and developed a profitable trade which provided food for nearly all of Europe" (p. 139). This statement is qualified with a polite euphemism a few pages later: "All this [activities of explorers, soldiers, traders, and missionaries] brought great wealth to the French. But to the Indians it brought disaster" (p. 143). English expropriation of Indian lands is discussed in the following manner: "In time, the English colonists began to push inward. They bought or traded land from the Indians" (p. 151).

The map on page 190 describes the area west of the Mississippi as "Land claimed and settled by U.S. 1800-1850." The underlying assumption is that this land was not already occupied and settled by a neighboring nation. The arrival of the United States in San Francisco is told from the point of view of a young girl, Elena Sanchez (p. 194 ff.). The text mentions that the original name of the village of Yerba Buena was changed to San Francisco (p. 195), but there is little else which describes in any detail the life and culture of these early settlers either before or after the acquisition of California.

Pages 253-4 tell the story of a Mexican family which moved to California, observing that many Mexicans were already "living in the Southwest of the United States, in places that had once been Mexican land" (p. 253). The drawing on the next page portrays farmworkers fulfilling the American dream: "And when the whole family worked, there was even money left over, to save for their farm" (p. 254). The picture is just not a realistic one. Finally, the time sequence of this passage is somewhat muddled as if the authors tried to fit over two hundred years of Hispanic presence in California into five hundred words.

The Teacher's Guide treats the Spanish even more negatively than the text. I am somewhat bothered by the stated "knowledge goals":

> The Spanish explorers journeyed to the New World to get land and riches for the ruler of Spain.
>
> The American Indians welcomed the Spanish explorers as friends, but the Spanish regarded the Indians mainly as future servants.
>
> Concept: Immigration (p. 126)

The materials which follow are not consistent with the concept, focusing instead upon exploitation and oppression. No mention is made of the ultimate aim of all immigration--settlement. Pages 128, 130, and 133 state similar goals. While some aspects of settlement are discussed, the main thrust is negative; and the "affective" goals are to teach "intergroup conflict in human history" (p. 130).

This may be compared with treatment of the English:

> The English came to the New World for many different reasons, including the search for wealth, for a better life, for adventure, and for religious freedom.
>
> Concept: Immigration (p. 137)

The affective goals: "The Children will reinforce positive self-concept by experiencing success in developing basic skills" (p. 137); "The children will deepen their understanding of the motives people have for leaving their homes and moving to another, faraway place" (p. 141). In the case of the English, focus is upon higher, rather than baser, values.

Inquiring About Technology provides extensive discussion of the Mexican village of Tepoztlan from Pre-Columbian to modern times (text, pp. 146-190; Teacher's Guide, pp. 131-161). The treatment is generally sensitive. Figures in Mexican history are discussed in a positive way (for example, the Indian guide to Cortes, Malinche, Teacher's Guide, p. 147; Benito Juarez, text, p. 175). However, since the text attempts to cover hundreds of years of Mexican history in a few pages, discussion is often sketchy and incomplete. A major omission is the exlusion of

Spanish and Mexican settlement of what is today the Southwestern United States. No mention is made of the Mexican American War. Finally, and perhaps most importantly, no attempt whatsoever is made to relate this Indo-Hispanic, Mexican heritage to Mexican American people in the United States.

Me and Things We Do picture Hispanics yet, paradoxically, ignore them. It seems to me that this set of texts includes, but to include by placing Hispanics out of context of their culture and place in history negates the role and importance of that heritage in American history and society. In short, if white faces, engaging in white, middle class activities are colored brown, the effect is separation of person and culture. This is what happens here. The texts neglected to present Hispanic food, community, customs, and values. Inclusion raises problems, e.g., how to include without singling out. Young children want to be part of a group, to belong. But this does not mean that one should negate their life experiences; differences based upon ethnicity and culture should be acknowledged without negation of common humanity. At one point, Hispanics are used to teach concepts (for example, Things We Do, Teacher's Guide, p. 76). However, as a whole, the texts omit teaching children to learn from other cultures, to find similarity of experiences in cultural and ethnic differences.

The World Around Us includes some photos and drawings of Hispanics (front cover, pp. 41, 43, 77, 85). "Ramon" is used in a set of drawings depicting a Saturday in a young boy's life. There is little to distinguish him and his family, however. They are the prototype of a white, middle class family except that their faces are brown (see text, p. 150 for another, similar example). This is not to say that Hispanics living this experience do not exist; rather that when ethnic and cultural diversity is not presented elsewhere, the image portrayed by the text as a whole becomes one-dimensional. People become indistinguishable, except for pigmentation. I feel such an approach is sterile and unrealistic because people and cultures are different; furthermore, it stresses rather than underemphasizes these differences, at least as far as the Hispanic child is concerned. If the child comes from a poor background, he/she may wonder why his/her family is not like the middle class white and brown families portrayed in the text. Finally, I can recall only one photo or drawing which is identifiably Southwestern (p. 128, plate of the Grand Canyon). This oversight accentuates the above-mentioned point in that the text also fails to account for the geographic diversity of this nation. Since most Hispanics live in the Southwest, this amounts to a negation of their life experiences.

Planet Earth includes few photos or drawings of Hispanic people (pp. 72, 82, 113) and rarely mentions this group or its contributions in the text (p. 47, 67, 77) and never with any degree of detail. It is to be commended, however, for its treatment of the Aztecs. It discusses the relationship of the latter to their environment (pp. 90, 92-3), observing that they "valued the natural system" (p. 92). The Aztecs are pictured in a positive way rather than in context of imperialism and human sacrifice. The Teacher's Guide provides additional information, including some of the words we get from the Aztecs (pp. 128-9). Tlaloc, the god of rain, is mentioned in the section on people's feelings and beliefs about water (p. 174).

The Way People Live includes few photos or drawings of Hispanic people in the United States (pp. 58, 210-12, 229); and the omission is quite noticeable. The section on names provides the following example: "Della Ramos, Ph.D." (p. 231). The section on language merely mentions the existence of Spanish with no reference to its use by Hispanics in the United States (pp. 260, 263, 265, 270). However, the Teacher's Guide makes a brief reference:

> Have students research and prepare a linguistic map of the United States. They could use a color key to show areas of

> heavy concentration of people who speak Spanish, French, Chinese, Yiddish, Polish, Portuguese, American Indian languages, etc. (p. 327).

Page 291 mentions three words--ranch, cafeteria, rodeo--we get from Spain.

The "Teacher's Evaluation Manual and Key" uses a Spanish-surname in a question once (p. 2).

Rationale for Native American/ Indian Review

Chief, squaw, scalping, brave, maiden, primitive, savage, aboriginal. Such words are demeaning, because they are not part of an Indian language.

From the Indian perspective these words never existed. These words were invented by Europeans, many of whom had never met any Indian people.

"Chief", for example, is a European word for the absolute ruler of the group. Its similar in meaning to *king*, yet nowhere in Indian cultures do we find absolute rulers. Rather, societies elected leaders who were subject to the will of the people more directly than even our modern representatives in government.

"Scalping" is another term that is non-Indian in origin. Under King George II, the British were encouraged to take Indian scalps as proof that they deserved the king's reward in bounty for killing enemies of the empire.

In much the same way, "squaw", "brave", "maiden", "primitive", "savage", and "aboriginal" are European terms for Indian people-terms that are rooted in misunderstanding. If these terms continue to be used, they will continue to produce an inaccurate understanding of Indian people. (For a more thorough discussion of racist terms see Custer Died for Your Sins, Vine Deloria, Jr., New York, Avon Books, 1969, Chapter 1.)

When such terms are found in textbooks, it usually reflects the fact that Indian people have not been consulted by publishers. We feel that they should be, and that this is an essential step that textbook publishers should take.

If textbooks underwent an initial review by Indian consultants, inappropriate terms could be weeded out before textbooks are printed and distributed. Indian people would also be sensitive to more subtle kinds of misinformation.

Much, if not all, that is publicly presented on Indians is prepared by non-Indians. Non-Indians, even those who are conscientious, harbor a number of cherished myths about Indians - myths that have been perpetuated even by the best educated of non-Indians.

We shall refer to these myths as syndromes, because they are pervasive patterns of thought practiced by non-Indians. These patterns of thought have, in many cases, been reinforced by the entertainment industry to the detriment of Indian people. These myths include:

The "How" Syndrome - Indian people are frequently portrayed as having virtually no knowledge of the English language. In "historical" portrayals, this might be excused if whites were similarly shown to be poor speakers of Indian tongues. In more modern portrayals there is simply no justification for such an insult. In fact, from their earliest contacts with non-Indians, Indian people made it their practice to send young people to live with the Europeans, in order to understand them better. This practice extended to schooling; in many states Indian people were among the first graduates of newly-established state universities.

The Snydley Whiplash Syndrome - Indian people are almost always portrayed as constant enemies of the whites. In cowboy movies fierce Indian warriors (played by white actors) invariably massacre the settlers. When the U.S.

Cavalry reciprocates, it always seems to be reacting to the savage raids of the Indians, rather than actually invading and pillaging Indian territory. Books reflect this kind of thinking by using loaded terms against the Indians. In books, Indian "massacre", while pioneers "open the frontier"; Indian nations "go on the warpath" while the U.S. nation recognizes its "manifest destiny". Beyond such wording, it is historically inaccurate to treat Indian people as the constant enemy of the Europeans. The history of this continent is full of incidents in which: Indian guides made it possible for explorers to "discover" new territories; Indian scouts from one nation led the U.S. army into strongholds of opposing nations; Indian people formed treaties of friendship with the colonies, as they did with other foreign powers.

The Specimen Syndrome Indian people are sometimes treated as non-people under the guise of science. Anthropologists objectify Indian people by making them the subject of their research. Meaningful ceremonies may thus be dismissed as the quaint folkways of indigenous tribes, activities that serve to demonstrate the diversity of human adaptation. In this way, Indian people become objects, and cease to be humans with human needs.

A related style of mythical thinking involves the old Rousseau notion of the "noble savage". For this school of thought, Indian people are all good and noble because they are in the state of nature, untrammeled by the corruption of civilization. Besides holding to an unsupportable premise, people who imagine all Indian people to be good and noble are supporting a prejudice every bit as unrealistic as those who imagine that all Indian people are implacable enemies.

The "New World" Syndrome - History books argue over who discovered America first; Leif Erikson or Christopher Columbus? What they ignore is the question of how an already populous continent can be discovered? If visitors from another world landed in Los Angeles, would they be discovering it? No. But this kind of mistake is made throughout most history books. European explorers may have been the first to chart particular regions, or the first Europeans to meet the people of a region, but they can in no sense be called discoverers of that which already existed.

These four patterns of thought are recurrent themes in history books and in social science texts at all grade levels.

In addition to these syndromes, and to the pejorative terms mentioned earlier, it is disturbing to note that much important history fails to appear in standard texts.

There should be, for example, no discussion of the writing of the U.S. Constitution without an attendant description of both the Iroquois Confederacy, and the principles of government adopted from the Confederacy.

There should be no discussion of the historical role of treaties without an explanation of the U.S. government's consistent abrogation of its agreement with sovereign Indian nations.

History books should not ignore the motives of those who drove the Indian people off their traditional lands. Greed for gold drove the Cherokee from the Southeast and the Lakota from the Black Hills; greed for oil and for land explain much of American history.

There should be no discussion of slavery without reference to the fact that Indian people were among the first victims of slavery. Indian people, notably the Seminoles fought back.

There should be no discussion of freedom of religion without showing first how freedom of religion has been denied to Indian people, and how "Christian" missionaries forcibly imposed their beliefs upon Indian people.

There should be no discussion of Thanksgiving without an explanation of the massacre of Indian people that was being celebrated at that first dinner.

There should be no thorough discussions of the plight of black Americans without corresponding discussion of the trials of red Americans.

There should be no discussion of the injustices that the early colonists fled from without an explanation of how the colonists imposed similar injustices when they arrived here.

Also, history books tend to place Indian people in the past tense. Indian people have always been a vital force on this continent, their struggle to maintain their traditions continues today. The struggle for Indian rights and lands has never ceased.

Older textbooks once gave the impression that Indian people were to be admired for the "gifts" they gave to the Europeans.

These books used to show groups of Indian people bearing platters, loaded with squash, turkey, and corn that they gave to the starving Pilgrims.

Such simple portrayals ignored the richness and diversity of Indian cultures by focusing attention on only one aspect of Indian technology-food production. More importantly, by picturing Indian people as freely giving so much to the Europeans, publishers have covered up the fact that the Europeans freely took so much from the Indian people.

Indian people contributed a system of representative democracy for what was later to become the United States Constitution. The Indian system, however, incorporated women's suffrage-something not found in the United States Constitution until this century.

Indian people contributed architectural forms currently found in quonset huts and domed buildings; Indian people built the first apartment complexes.

Indian people contributed an astonishing variety of agricultural products to the world including: a pharmacopia of more than 200 natural remedies, rubber, seven varieties of maize, white "Irish" and sweet potatoes, pumpkins, rice, peanuts, squash, tomatoes, artichokes, green and red peppers, popcorn, several kinds of beans, avocadoes, straw, tobacco, and berries.

Indian people invented: sign language, the canoe, the parka, the syringe, snow shoes, and pipes for smoking.

Taken as a whole, the contribution made by Indian people cannot be overstated. Much of the world subsists on crops originally domesticated by Indian people.

So too is it difficult to overstate the contribution of Indian people to our current way of life. The values and beliefs of Indian people have never disappeared, these values teach us respect for all life; and respect for the earth that is our mother, and for the sky that is our father, and kinship with all life.

Conclusions and Recommendations.

In order to present an accurate picture of Indian people, textbooks should:

1) Avoid the use of value-laden and/or inaccurate terms in describing Indian people;
2) Avoid the mental cliches, the stereotyped syndromes regarding Indian people;
3) Stop ignoring the dark side of United States history; and textbooks should:
4) Emphasize the positive, and often subtle, contributions Indian people have made.

ACKNOWLEDGEMENTS

This report was prepared by Ms. Roslynn McCoy and Ms. Pam Dunham.

Ms. McCoy is the Project Director of the Wayne-Westland Title IV-Part A Indian Education Project, a federally-funded project offering cultural enrichment and other resources that meet the special educational needs of Indian students.

Ms. Dunham is a Technical Assistant for the organization: A Bridge Between Two Worlds, a Title IV-Part B statewide Indian Education Project that provides technical assistance to parent committees throughout Michigan.

Also assisting in the preparation of this report were: Ms. Cathy Pike who performed research and gathered information for us; Ms. Shirley Baumann, who proof-read and typed this report; and, Mr. Mark Jurecki, who edited and otherwise reviewed the text of this report in addition to assisting in the preparation of some sections of this review.

**The report was prepared at the request of Dr. John M. Chapman, Social Studies Specialist, Michigan Department of Education, using Title IV-Part A and Part B funds.

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Discovering America

Page References and Quotation	Comments	References and Resources
"The American Indians were America's first settlers. Some anthropologists believe that the Indians moved into America more than 20,000 years ago. By the time Europeans began to arrive, millions of Indians were living in what is now the United States. Some historians say there were 2 million; some say 12 million." Prejudice and Discrimination pg. 26, student text. pg. 12, student text.."all americans are descendents from immigrants." Industry: People and the Machine pg. 35, student text The Making of Our America pag. 4-5, student text..."After Columbus discovered America...people from Africa came, too. Spain, England, France and Holland..." A Steel Making Community pg. 25, student text	"Many textbooks refer to Native Americans as the first immigrants, or the First Americans," based on unproven theories linking them to people who migrated to Alaska over a "land bridge" from Asia. Assertions that Native Americans were merely the first among many groups of immigrants serve as subtle justification for European conquest, implying that they had no greater claim to the land than did later immigrants. Native Americans should be portrayed as the original inhabitants of the continent. In fact, evidence of "modern man" existing in the Americas over 70,000 years ago predates knowledge of such life in Europe. Evidence indicates that when Columbus arrived in the Americas, the Western hemisphere (North and South America) was occupied by 50 to 100 million people. While scholars may disagree over the exact numbers, it is Eurocentric to suggest that Europeans "discovered" a continent that had, perhaps, a larger population than did western Europe at that time." The New World Syndrome Specimen Syndrome	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Inter-racial Books for Children

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Land and Treaties

Page References and Quotation	Comments	References and Resources
"This land is for the King of Spain. This ocean is for the King of Spain." Balboa pg. 18 "How the Indians wished they had such a tool." An Historical Community pg. 40, student text	"When economic competition is seen in relation to land, the question becomes WHAT is the land used for, and not WHOSE land is it. There is consequently the tendency to regard land as a commodity for sale, and no attachment can be formed with the land. People buy and sell land as if it were another piece in a game of chess, rather than understanding that they have a relationship to it. Many pieces are bought and sold and never seen by the buyers and sellers. There is consequently no feeling of responsibility to keep the land fruitful, since it is recognized only to produce economic gain. Companies and individuals consume land for their own purposes without recognizing that they are depleting their own valued resources. The tribal-communal way of life, devoid of economic competition, views land as the most vital part of man's existence. It is THEIRS. It supports them, tells them where they live, and defines for them HOW they live. Land does not have the simple sentimentality of purple mountains majesty or the artificial coloring of slides taken by tourists. It is more than a passing fancy to be visited on a vacation and forgotten. Rather it provides a center of the universe for the group that lives on it. As such, the people who hold land in this way always have a home to go to. Their identity is secure. They live with it and do not abstract themselves from it and live off it."	We Talk, You Listen Vine Deloria, Jr. pg. 185

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Land and Treaties

Page References and Quotation	Comments	References and Resources
	"From the days of the earliest treaties, Indians were shocked at the white man's attitude toward land. The tribal elders laughed contemptuously at the idea that a man could sell land. "Why not sell the air we breath, the water we drink, the animals we hunt?" some replied. It was ludicrous to Indians that people would consider land as a commodity that could be owned by one man. The land, they would answer, supports all life. It is given to all people. No one has a superior claim to exclusive use of land, much less does anyone have the right to fence off a portion and deny others its use".	We Talk, You Listen Vine Deloria, Jr. pg. 191
	The New World Syndrome	
	Specimen Syndrome	
	The very term "nation," so generally applied to them, means "a people distinct from others." The constitution, by declaring treaties already made, as well as those to be made, to be the supreme law of the land, has adopted and sanctioned the previous treaties with the Indian nations, and, consequently, admits their rank among those powers who are capable of making treaties. The words "treaty" and "nation" are words of our own language, selected in our diplomatic and legislative proceedings, by ourselves, having each a definite and well understood meaning. We have applied them to Indians as we have applied them to the other nations of the earth. They are applied to all in the same sense.	U.S.Supreme Court ruling in the case of Worcester vs Georgia in 1832

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Past Tense and Tone

Page References and Quotation	Comments	References and Resources
Our Community pg. 93, student text A Forest-Products Community pgs. 10-11, student text "They were called Yakima Indians" An Apple-Growing Community pg. 20, student text	"The tragedy of America's Indians - that is, the Indians that America loves and loves to read about- is that they no longer exist, except in the pages of books...It is that the cherished image of the noble redman is preserved by American society for its own purposes. If most literature on Indians and many of the recent books reflect nothing else, it is that there exists in the minds of non-Indian Americans a vision of what they would like Indians to be. They stubbornly refuse to allow Indians to be or to become anything else. Even if they have to resuscitate a 101-year-old figure claiming to be a Sioux chief, they will have their Indians of yesteryear...It is the fact that many whites have discerned in the historical Indian response a quality of life distinctly different than what they have come to experience in their own society that makes them return to the Indians of yesteryear, instead of confronting the contemporary Indians...."	God is Red Vine Deloria, Jr. pg. 49-55

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Past Tense and Tone

Page References and Quotation	Comments	References and Resources
An Historical Community pg. 30, teacher text "Some Indians prefer to be called "Native American" because the term underlines the fact that their ancestors were the first to live in America. However, the term simply means "born in America," so it applies to most persons in the United States"	"The term "Indian" a misnomer applied by Columbus... Over the years, white society has applied such a wide range of negative stereotypes and characterizations to "Indian" that for many non-native americans, the term evokes images having little relation to the real human beings to whom it is applied. Native Americans have always preferred to identify themselves by their particular national name - example: Sauk and Fox, Chippewa, Ottawa, Potowotomi, Winebago, Cayuga, Seneca, Mohawk, Pitt River" The "How" Syndrome The Snydley Whiplash Syndrome The Specimen Syndrome	Stereotypes, Distortions, and Omissions in United States History Textbooks pg. 67

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Generalizing, Misleading Information, and Innuendoes

Page References and Quotations	Comments	References and Resources
A Rural Community pg. 14, student text "Indians lived on the prairie and hunted the buffalo." A Forest-Products Community pg. 163, teacher text "By 1824 all their lands were ceded to the United States:	"White society concentrated on the individual Indian to the exclusion of his group, forgetting that any society is merely a composite of individuals. Generalizations by experts universalized "Indianness" to the detriment of unique Indian values."	Custer Died for Your Sins Vine Deloria, Jr. a) page 18
Balboa - pg. 22-24 "The Indians led the way.... but Balboa was a good leader." DeSoto - pg. 54 "The Indian chief was called The Great Sun." A Steel-Making Community pg. 29, student text "Many Indians lived in the Ohio County. Other people came to the area and settled there. Sometimes Indians attacked the settlements." An Apple-Growing Community pg. 33, teacher text "Early traders and missionaries taught the Indians some methods of farming." An Historical Community pg 33, student text "If you stay, we will fight..." Estevan - pg. 34-41 "Estevan was a brave explorer."	"Indians are probably invisible because of the tremendous amount of misinformation about them. Most books about Indians cover some abstract and esoteric topic of the last century. Contemporary books are predominantly by whites trying to solve the "Indian problem." Between the two extremes lives a dynamic people in a social structure of their own, asking only to be freed from cultural oppression. The future does not look bright for the attainment of such freedom because the white does not understand the Indian and the Indian does not wish to understand the white." Snydley Whiplash Syndrome	b) page 20

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Generalizing, Misleading Information, and Innuendoes

Page References and Quotations	Comments	References and Resources
An Historical Community pg. 28, teacher text pg. 40, teacher activity "....loose confederacies" Balboa - pg. 18 "Some Indians came, too."	Focusing on "Indian cultures,"....present over-simplified or distorted descriptions of the enormously diverse and dynamic Native American societies, which lead students and readers into drawing wrong conclusions about American Indian people	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Religion

Page References and Quotation	Comments	References and Resources
"All the Indian people had religions. They believed in a God who made the world. They believed in many other Gods. There were rain gods, corn gods, moon gods, and sun gods." The Making of Our Country pg. 39, student text. Other religious references in series: An Historical Community pg 33, student text Alaska and the Eskimos De Soto pag. 30-55, student text. American Communities pg. 33, student text	"We have been told by the white men, or at least by those who are Christian, that God sent to men His son, who would restore order and peace upon the earth. And we have been told that Jesus the Christ was crucified, but that he shall come again at the last judgement, the end of the world cycle. This I understand and know that it is true, but the white men should know that for the real people too, it was the will of Waken-Tanka, The Great Spirit, that an animal turn itself into a two-legged person in order to bring the most holy pipe to His people; and we too were taught that his White Buffalo cow woman, who brought our sacred pipe will appear again at the end of this "world", a coming which we Indians know is not very far off. We understand well that all things are the works of the Great Spirit. We should know that He is within all things: the trees, the grasses, the rivers, the mountains, and all the four-legged animals, and the winged people; and even more important, we should understand that He is also above all these things and peoples. When we do understand all this deeply in our hearts, then we will fear and love, and know the Great Spirit, and then we will be and act and live as He intends." Black Elk's Account	The Sacred Pipe Black Elk's Account Forward- pg. xix-xx Other References: Custer Died for Your Sins Vine Deloria, Jr. chapter 5 God is Red Vine Deloria, Jr.

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publish Allyn and Bacon

Review Topic Religion

Page References and Quotation	Comments	References and Resources
	Differences exist amongst all Tribal Nations in their religious practices and implementations. However, these religious practices are confined and taught within the jurisdiction of those people who maintain their traditional beliefs within each Nation. Any exploitation of these beliefs through explanations of ceremonies or religious practices infringes upon personal and private values of these beliefs. For example: teaching religion in public schools - as referred to in the first and fourteenth amendment to the United States Constitution.	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Stereotyping

Page References and Quotations	Comments	References and Resources
Columbus - pictures - student text Perry & Henson conversations - pg. 12-16 student text Balboa - pg. 18 "Some Indians came, too" Agriculture: People and the Land pg. 30 - picture, student text Technology: Promises and Problems pg. 152, teacher text pg. 144, student text, pictures "Primitive...."	"One reason that Indian people have not been heard from until recently is that we have been completely covered up by movie Indians. Western movies have been such favorites that they have dominated the public's conception of what Indians are...Anyone raising questions about the image of minority groups as portrayed in television and the movies is automatically suspect as an un-American and subversive influence on the minds of the young. The historical, linguistic, and cultural differences are neatly blocked out by the fad of portraying members of minority groups in roles which formerly were reserved for whites...In recent years the documentary has arisen...In spite of the best intentions, the eternal yearning to present an exciting story of a strange people overcomes, and the endless cycle of poverty-oriented films continues. There must be a drive within each minority group to understand its own uniqueness. This can only be done by examining what experiences were relevant to the group, not what experiences of white America the group wishes itself to be represented in.....As each group defines the ideas and doctrines necessary to maintain its own sense of dignity and identity, similarities in goals can be drawn that will have relevance beyond immediate group aspirations. Stereotyping will change radically because the ideological basis for portraying the members of any group will depend on that group's values. Plots in books and movies will have to show life as it is seen from within the group." The How Syndrome Specimen Syndrome Snydley Whiplash Syndrome	*We Talk, You Listen* Vine Deloria, Jr. Pgs. 32-44

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Allyn and Bacon

Review Topic Stereotyping

Page References and Quotations	Comments	References and Resources
Prejudice and Discrimination pg. 41, student text pg. 41, 49-63 pictures "...as in the case of the colonist and American Indians, a technically advanced minority dominates our agrarian or pastoral society."	"Advanced culture" is a highly relative term. Politically, most Native American societies were more democratic than those in Europe or the colonies. Decisions were generally made by consensus, women were usually actively involved and there was seldom a property requirement for participation. In fact, the colonies borrowed from the political organization of the six nations of the Iroquois Confederacy in designing their central authority. With few exceptions, Native American societies were more accepting of diversity, offered greater individual freedom, and were more "community" oriented and less competitive than European societies. It was not until the development of the cartridge rifle that Euro American technology "overcame the Indians." The previous muzzle-loading, one-shot arms had been too slow and cumbersome against bows and arrows. That Europeans prevailed over Native societies is attributable not to "advanced culture", but to epidemics which had a tremendously disruptive and weakening effect on Native societies, and to the land greed of the Europeans. Neither of these factors reflects "advanced" culture."	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Interracial Books for Children
An Historical Community pg. 33, student text "The Indians sometimes fought wars with other Indian peoples. The wars were not fought for land. They were fought to capture women and children. Sometimes the Indians fought for revenge. Revenge means punishing people for harm they have done."	"Native American nations had many non-violent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generall for limited objectives rather than for total victory or conquest, and loss of life was minimal.	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Interracial Books for Children

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace and Jovanovich

Review Topic Land and Treaties

Page References and Quotations	Comments	References and Resources
"A few colonist thought the Indians owned the land. These men traded with the Indians. The Indians did not think each of them owned land. A tribe shared the use of the land." Pg. 188 - Grade 4 - student text "Who owns the land?" "People keep moving west. Neither the law or the mountains stopped the settlers. Indians had lived there for a long time. The settlers did not think about their claims." Pg. 194-195 - Grade 4 - student text "In the past, groups of Indians had made treaties." Pg. 208-209 - Grade 4 - student text "Divide the class into two opposing groups....have them draw up a treaty.. stress that the treaty is essentially a written document of rules governing how people should act and what property they may legally use." Pg 273 - Grade 4 - teacher text "For gifts of beads and cloth....willing to use the land." Pg 147 - Grade 3 - student text	"When economic competition is seen in relation to land, the question becomes WHAT is the land used for, and not WHOSE land is it. There is consequently the tendency to regard land as a commodity for sale, and no attachment can be formed with the land. People buy and sell land as if it were another piece in a game of chess, rather than understanding that they have a relationship to it. Many pieces are bought and sold and never seen by the buyers and sellers. There is consequently no feelings of **responsibility to** keep the land fruitful , since it is recognized only to produce economic gain. Companies and individuals consume land for their own purposes without recognizing that they are depleting their own valued resources. The tribal-communal way of life, devoid of economic competition, views land as the most vital part of man's existence. It is THEIRS. It supports them, tells them where they live, and defines for them HOW they live. Land does not have the simple sentimentality of purple mountains majesty or the artificial coloring of slides taken by tourists. It is more than a passing fancy to be visited on a vacation and forgotten. Rather it provides a center of the universe for the group that lives on it. As such, the people who hold land in this way always have a home to go to. Their identity is secure. They live with it and do not abstract themselves from it and live off it."	We Talk, You Listen Vine Deloria, Jr. pg. 185

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

blisher Harcourt, Brace and Jovanovich

eview Topic Land and Treaties

ge References and Quotation	Comments	References and Resources
	"From the days of the earliest treaties, Indians were shocked at the white man's attitude toward land. The tribal elders laughed contemptuously at the idea that a man could sell land. "Why not sell the air we breath, the water we drink, the animals we hunt?" some replied. It was ludicrous to Indians that people would consider land as a commodity that could be owned by one man. The land, they would answer, supports all life. It is given to all people. No one has a superior claim to exclusive use of land, much less does anyone have the right to fence off a portion and deny others its use."	We Talk, You Listen Vine Deloria, Jr. pg. 192
	The New World Syndrome Specimen Syndrome	
	The very term "nation," so generally applied to them, means "a people distinct from other." The constitution, by declaring treaties already made, as well as those to be made, to be the supreme law of the land, has adopted and sanctioned the previous treaties with the Indian nations, and consequently, admits their rank among those powers who are capable of making treaties. The words "treaty" and "nation" are words of our own language, selected in our diplomatic and legislative proceedings, by ourselves, having each a definite and well understood meaning. We have applied them to Indians as we have applied them to the other nations of the earth. They are applied to all in the same sense.	U.S.Supreme Court ruling in the case of Worcester vs Georgia in 1832

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Discovering America

Page References and Quotation	Comments	References and Resources
	"Many testbooks refer to Native Americans as the first immigrants, or the First Americans," based on unproven theories linking them to people who migrated to Alaska over a "land bridge" from Asia. Assertions that Native Americans were merely the first among many groups of immigrants serve as subtle justification for European conquest, implying that they had no greater claim to the land than did later immigrants. Native Americans should be portrayed as the original inhabitants of the continent. In fact, evidence of "modern man" existing in the Americas over 70,000 years ago predates knowledge of such life in Europe. Evidence indicates that when Columbus arrived in the Americas, the Western hemisphere (North and South America) was occupied by 50 to 100 million people. While scholars may disagree over the exact numbers, it is Eurocentric to suggest that Europeans "discovered" a continent that had, perhaps, a larger population than did western Europe at that time." The New World Syndrome Specimen Syndrome	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Inter-racial Books for Children

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Generalizing, Misleading Information, and Innuendoes

Page References and Quotations	Comments	References and Resources
"A Blackfoot was expected to share" Pg 9 - Grade 4 - student text "Iroquois League of Nations" Pg 255-256 - Grade 3 - student text	"White society concentrated on the individual Indian to the exclusion of his group, forgetting that any society is merely a composite of individuals. Generalizations by experts universalized "Indianness" to the detriment of unique Indian values."	Custer Died for Your Sins Vine Deloria, Jr. a) Page 18
"The chief...made the rules for everyone." Pg. 8 - Grade 4 - student text	"Indians are probably invisible because of the tremendous amount of misinformation about them. Most books about Indians cover some abstract and esoteric topic of the last century. Contemporary books are predominantly by whites trying to solve the "Indian problem." Between the two extremes lives a dynamic people in a social structure of their own, asking only to be freed from cultural oppression. The future does not look bright for the attainment of such freedom because the white does not understand the Indian and the Indian does not wish to understand the white."	b) Page 20
"A shaman was a man or woman believed to have power over spirits" Pg. 85 - Grade 5 - student text "An activity about Indian groups" Pg. 333 - Grade 5- teacher text	Focusing on "Indian cultures,"....present over-simplified or distorted descriptions of the enormously diverse and dynamic Native American societies, which lead students and readers into drawing wrong conclusions about American Indian people	
"Bands....." - Pg. 6 - student text Grade 4	Inaccurate information	
"Roles....." - Pg. 3-4 student text Grade 4	Inaccurate information	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Religion

Page References and Quotations

"The Spanish were catholics, and they wanted to teach their religion to the Indians. They hoped the Indians would someday like the Spanish and settle California in the Spanish way."
The Social Science - Grade 4
pg. 232 - student text

"A shaman was a man or woman believed to have power over spirits."
Pg. 85 - Grade 5 - student text

"Important guest in the village."
Pg. 58-61 - Grade 5 - student text

"Having illustrated a kiva..."
Creative Writings
Pg. 107 - Grade 5 - teacher text

"The class will perform its own ceremony......."
Performance Activity
Pg. 107 - Grade 5 - teacher text

Comments

"We have been told by the white men, or at least by those who are Christian, that God sent to men His son, who would restore order and peace upon the earth. And we have been told that Jesus the Christ was crucified, but that he shall come again at the last judgement, the end of the world cycle. This I understand and know that it is true, but the white men should know that for the real people too, it was the will of Waken-Tanka, The Great Spirit, that an animal turn itself into a two-legged person in order to bring **the most holy pipe** to His people; and we too were taught that his White Buffalo cow woman, who brought our sacred pipe will appear again at the end of this "world", a coming which we Indians know is not very far off.

We understand well that all things are the works of the Great Spirit. We should know that He is within all things; the trees, the grasses, the rivers, the mountains, and all the four-legged animals, and the winged people; and even more important, we should understand that He is also above all these things and peoples. When we do understand all this deeply in our hearts, then we will fear and love, and know the Great Spirit, and then we will be and act and live as He intends."

Black Elk's Account

References and Resources

The Sacred Pipe
Black Elk's Account
Forward, pg. xix-xx

Other References:

Custer Died for Your Sins
Vine Deloria, Jr.
chapter 5

God is Red
Vine Deloria, Jr.

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Religion

Page References and Quotations	Comments	References and Resources
	Differences exist amongst all Tribal Nations in their religious practices and implementations. However, these religious practices are confined and taught within the jurisdiction of those people who maintain their traditional beliefs within each Nation. Any exploitation of these beliefs through explanations of ceremonies or religious practices infringes upon personal and private values of these beliefs. For example: teaching religion in public schools - as referred to in the first and fourteenth amendment to the United States Constitution.	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Stereotyping

Page References and Quotations	Comments	References and Resources
Pictures pg. 74-76 Grade 3 student text Always reference in the past Grade 5 - student text	"One reason that Indian people have not been heard from until recently is that we have been completely covered up by movie Indians. Western movies have been such favorites that they have dominated the public's conception of what Indians are...Anyone raising questions about the image of minority groups as portrayed in television and the movies is automatically suspect as an un-American and subversive influence on the minds of the young. The historical, linguistic, and cultural differences are neatly blocked out by the fad of portraying members of minority groups in roles which formerly were reserved for whites...In recent years the documentary has arisen...In spite of the best intentions, the eternal yearning to present an exciting story of a strange people overcomes, and the endless cycle of poverty-oriented films continues. There must be a drive within each minority group to understand its own uniqueness. This can only be done by examining what experiences were relevant to the group, not what experiences of white America the group wishes itself to be represented in...As each group defines the ideas and doctrines necessary to maintain its own sense of dignity and identity, similarities in goals can be drawn that will have relevance beyond immediate group aspirations. Stereotyping will change radically because the ideological basis for portraying the members of any group will depend on that group's values. Plots in books and movies will have to show life as it is seen from within the group." The How Syndrome Specimen Syndrome Snydley Whiplash Syndrome	We Talk, You Listen Vine Deloria, Jr. Pgs. 32-44

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Harcourt, Brace, and Jovanovich

Review Topic Stereotyping

Page References and Quotations	Comments	References and Resources
	"Advanced culture" is a highly relative term. Politically, most Native American societies were more democratic than those in Europe or the colonies. Decisions were generally made by consensus, women were usually actively involved and there was seldom a property requirement for participation. In fact, the colonies borrowed from the political organization of the six nations of the Iroquois Confederacy in designing their central authority. With few exceptions, Native American societies were more accepting of diversity, offered greater individual freedom, and were more "community" oriented and less competitive than European societies. It was not until the development of the cartridge rifle that Euro-American technology "overcame the Indians." The previous muzzle-loading, one-shot arms had been too slow and cumbersome against bows and arrows. That Europeans prevailed over Native societies is attributable not to "advanced culture", but to epidemics which had a tremendously disruptive and weakening effect on Native societies, and to the land greed of the Europeans. Neither of these factors reflects "advanced" culture."	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Inter-racial Books for Children
	"Native American nations had many non-violent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generally for limited objectives rather than for total victory or conquest, and loss of life was minimal."	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Inter-racial Books for Children

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Discovering America

Page References and Quotation	Comments	References and Resources
"When they landed, they saw very green trees, much water, and many different kinds of fruit. They quickly leaped out of the boat on to the shore. The men with Columbus promised that they would say that Columbus, in the presence of his men, had claimed the island for the King and Queen of Spain." Inquiring About American History p. 15 student text, teacher text Illustration, p. 16 student text "So that we could make friends with the people, I gave them red caps, glass beads...." pp. 16,17 student text "...Some paint themselves white, others red...They are all of good height and size, with good-looking faces..." p. 18 student text "...These Indians should be good and intelligent servants..." p. 18 student text "The Skraellings killed him. Skraellings was the name that the vikings gave to the Indians." p. 23 student text "Among the first people to come to the Americas were the Indians." p. 36 student text Illustration, "Savage Iroquois" p. 39 student text	"Many textbooks refer to Native Americans as the first immigrants, or the First Americans," based on unproven theories linking them to people who migrated to Alaska over a "land bridge" from Asia. Assertions that Native Americans were merely the first among many groups of immigrants serve as subtle justification for European conquest, implying that they had no greater claim to the land than did later immigrants. Native Americans should be portrayed as the original inhabitants of the continent. In fact, evidence of "modern man" existing in the Americas over 70,000 years ago predates knowledge of such life in Europe. Evidence indicates that when Columbus arrived in the Americas, the Western hemisphere (North and South America) was occupied by 50 to 100 million people. While scholars may disagree over the exact numbers, it is Eurocentric to suggest that Europeans "discovered" a continent that had, perhaps, a larger population than did western Europe at that time." The New World Syndrome Specimen Syndrome	Stereotypes, Distortions, and Omissions in United States History Textbooks The Council on Interracial Books for Children

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Discovering America

Page References and Quotation	Comments	References and Resources
Inquiring About People p. 205 teacher text - special activities Columbus Day: The story about Columbus. "He discovered the new world, the land we call America."		
p. 206 teacher text - Role Playing		
Inquiring About Communities "...explorers...They often went where no one had ever been before." p. 48 student text		
"...is designed to illustrate the idea that America was discovered by accident." p. 200 teacher text Special Activities: Columbus Day		
"...gained the name Father of His Country." p. 205 teacher text Special Activities: Washington's Birthday		

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Past Tense and Tone

Page References and Quotation	Comments	References and Resources
"The fur trade and the wars that went with it changed the Indians whole way of life. The more attached they got to European goods, the less they paid attention to their old way of life. Many stopped practicing the old skills that had helped them to live in the forest. Instead they spent their time hunting furs and fighting each other for the trade with the French. The tribes who could get fur to trade survived. But those who could not get it often died out or moved away." Inquiring About American History p. 145 student text "The Iroquois were also skillful hunters..." p. 45 student text Inquiring About Cultures "Today many groups of Indian people still live in the Southwest." p. 96 student text	"The tragedy of America's Indians-that is, the Indians that America loves and loves to read about-is that they no longer exist, except in the pages of books..It is that the cherished image of the noble redman is preserved by American society for its own purposes. If most literature on Indians and many of the recent books reflect nothing else, it is that there exists in the minds of non-Indian Americans a vision of what they would like Indians to be. They stubbornly refuse to allow Indians to be or to become anything else. Even if they have to resuscitate a 101-year-old figure claiming to be a Sioux chief, they will have their Indians of yesteryear...It is the fact that many whites have discerned in the historical Indian response a quality of life distinctly different than what they have come to experience in their own society that makes them return to the Indians of yesteryear, instead of confronting the contemporary Indians...."	God is Red Vine Deloria, Jr. pgs. 49-55

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Past Tense and Tone

Page References and Quotation	Comments	References and Resources
"For many years the Navajos raided the Spanish. Spanish soldiers came into the desert to punish them..." p. 109 student text	Tone: Entire tone ethnocentric/misleading. The U.S. policy towards Indian people, throughout history, has always been termination.	
"Kit Carson Wins a War" "...Carson began to kill the sheep and burn the fields. The end was near for the Navajos." p. 111 student text	The "How" Syndrome The Snydley Whiplash Syndrome The Specimen Syndrome	
"The U.S. government had hoped for better things. It had wanted to set up a strong Indian community with fine houses and rich fields..." p. 113 student text		
Inquiring About Communities "Long ago, part of our country was covered by grassy lands. Indians lived there..." p. 177 teacher text Making the Future Happen sound filmstrip, frame 1		

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Generalizing, Misleading Information and Innuendoes

Page References and Quotation	Comments	References and Resources
"The people of Chicago came from all over the world...many Americans move there each year...some of the newcomers are American Indians...there are about one million American Indians in the U.S..... they live on reservations. But the reservations are poor...more and more Indians are beginning to believe they must give up the old ways. They decide to follow the ways of the other Americans.. large numbers of Indians have moved to Chicago, Los Angeles, and New York." Inquiring About Cultures p. 302 student text	"White society concentrated on the individual Indian to the exclusion of his group, forgetting that any society is merely a composite of individuals. Generalizations by experts universalized "Indianness" to the detriment of unique Indian values." Focusing on "Indian cultures,"....present over-simplified or distorted descriptions of the enormously diverse and dynamic Native American societies, which lead students and readers into drawing wrong conclusions about American Indian people.	Custer Died for Your Sins Vine Deloria, Jr.
"Raiding the Spanish", "Kit Carson Wins A War", and "The People Seek Peace." Inquiring About Cultures pp. 107-113 student text	Inaccurate and Misleading: Snydley Whiplash Syndrome	
"The Iroquois and their neighbors began to war against each other for the right to trade furs to the French in exchange for European goods. Tribe after tribe fought for trading rights. Having guns, powder, steel, kettles, and other European goods meant power." Inquiring About American History pp 144-145 illustrations student text		

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Generalizing, Misleading Information and Innuendoes

Page References and Quotation	Comments	References and Resources
"Some Indian groups were nomads, who hunted buffalo...." pp. 37-47, pp 56-66 student text		
"...they hunted meat, too." Inquiring About Cultures p. 105 student text		

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Religion

Page References and Quotation	Comments	References and Resources
"His father had been carefully placed in the middle of a sand painting on the ground. The painting was made of different colors of sand. It showed the Holy People, the Navajo gods." Inquiring About Cultures p. 115 student text Inquiring About American History p. 18 student text p. 52 student text p. 126 student text	"We have been told by the white men, or at least by those who are Christian, that God sent to men His son, who would restore order and peace upon the earth. And we have been told that Jesus the Christ was crucified, but that he shall come again at the last judgment, the end of the world cycle. This I understand and know that it is true, but the white men should know that for the real people too, it was the will of Waken-Tanka, The Great Spirit, that an animal turn itself into a two-legged person in order to bring the most holy pipe to His people; and we too were taught that his White Buffalo cow woman, who brought our sacred pipe will appear again at the end of this "world", a coming which we Indians know is not very far off. We understand well that all things are the works of the Great Spirit. We should know that He is within all things; the trees, the grasses, the rivers, the mountains, and all the four-legged animals, and the winged people; and even more important, we should understand that He is also above all these things and peoples. When we do understand all this deeply in our hearts, then we will fear and love, and know the Great Spirit, and then we will be and act and live as He intends." Black Elk's Account	The Sacred Pipe Black Elk's Account Forward - pg. xix-xx Other References: Custer Died for Your Sins Vine Deloria, Jr. chapter 5 God is Red Vine Deloria, Jr.

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Religion

Page References and Quotation	Comments	References and Resources
	Differences exist amongst all Tribal Nations in their religious practices and implementations. However, these religious practices are confined and taught within the jurisdiction of those people who maintain their traditional beliefs within each Nation. Any exploitation of these beliefs through explanations of ceremonies or religious practices infringes upon personal and private values of these beliefs. For example: teaching religion in public schools-as referred to in the first and fourteenth amendment to the United States Constitution. Specimen Syndrome	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Holt, Rinehart and Winston

Review Topic Stereotyping

Page References and Quotation	Comments	References and Resources
"The Indians who leave the reservations are shy and uncomfortable in the city..." Inquiring About Cultures p. 304 student text Illustrations pp. 309-316 student text	Through the values of the dominant society and its media, Indian people have been portrayed as passive and unaggressive to the fault of inaccurate value judgments attached to Indian people. Non-Indians have never been able to understand Indian people.	
Inquiring About American History Illustrations, pp 16,39, 44,145 student text		
Inquiring About People Illustration p. 44 "An Ecology Success Story" - Data Master 106	The How Syndrome	

AMERICAN INDIAN REVIEW AND EVALUATION CRITERIA

SUMMARY AND CONCLUSIONS

Publisher Houghton Mifflin Company

Page References and Quotation	Comments
Windows on Our World - The Way People Live "The people of the United States have borrowed many of the ways in which the Athenians tried to put democracy to work. Which ways are those? How have those ideas been changed to fit life in the United States today? p. 111 student text p. 143 teacher text	The discussion of democracy should not be presented without a description of both the Iroquois Confederacy, and the principles of government Benjamin Franklin adopted from this Confederacy.
"How much do we Americans of the twentieth century owe to the Greeks of the fifth century B.C.?".... p. 143 teacher text	
"An Iroquois Explanation," accompanied by: (Picture) " Masks or false faces like this one were worn by Iroquois Indians in religious ceremonies	When discussing Indian religion, a careful caution should be taken in presenting appropriate information. Publishers would best be advised by consulting knowledgable Indian people.
	Recognition is extended for discussion and references cited in the following sections: Religions of the World: The Seneca leader, Red Jacket's reply to the missionary Cram after Cram spoke about the work he proposed to do among the Seneca people. P. 369 student text P. 407 teacher text Words from Indian Language: Contributions made by American Indian people to the English language were limited, but correct and well received.
	Other references well received are: the types of American Indian housing predominant in the 1800's; and the fact that Europeans did not make a "discovery" of North America, which was populated by existing Indian nations.
	A commendation is cited for including two American Indian teacher consultants in developing the Windows On Our World social studies program.

SUMMARY OF FINDINGS

Below are summarized our findings, grouped according to publishers:

Harcourt, Brace and Jovanovich received the lowest overall rating (-21) on our checklist. This publisher consistently presented inaccurate and misleading information on American Indians.

Holt, Rinehart and Winston received a slightly higher rating of -14. Their higher ranking is not so much a product of higher quality as it is a reflection of the fact that they tend, in many cases, to provide no information on American Indians.

Allyn and Bacon scored -13; this publisher showed a marked tendency toward stereotyping American Indians.

Houghton Mifflin Company scored the highest (+16). Where they present information, it is usually accurate and unbiased. Of all the publishers, Houghton Mifflin seems to be the only one that used Indian people to review their texts. We feel that this publisher probably would have merited a higher score if we had seen the two missing texts cited in the checklist.

In conclusion, we endorse Houghton Mifflin, and would recommend the use of our checklist as a guideline for the review of texts. In using this checklist we found that though it had some flaws, these were largely problems with wording; on the whole its a useful tool.

We encourage all school districts to review textbooks that deal with American Indians. On the basis of our experience, students run the serious risk of brainwashing if they rely on school texts to provide them with a true picture of American Indians.

Reviewer #4

Rationale for Area Studies

Educators in America are demanding that teaching materials be realistic and honest. This means that diversities in human culture are acknowledged and taken seriously. No longer are we willing to accept as "typically American" a white, healthy, middle class family of mother, father, son and daughter. No longer are we willing to accept exclusive role descriptions of men as doctors, lawyers, merchants, and chief executives or of women as housewives, nurses, secretaries, and stewardesses.

Slowly, this same demand for integrity in teaching materials is extending to include cultures beyond Europe and white North America. Educators worth their salt will not perpetuate the insidious stereotypes of non-Western and non-Euro-American peoples as backward, primitive, exotic, uncivilized persons. Nor will they romanticize about a noble savage untouched by the evils of alienation in a technological society. Such generalities cannot withstand honest scrutiny. They are as misleading as the "Mother Father Dick and Jane" stereotypes of the 1940's in most American teaching materials.

Much of the demand for change has come from the people who have been labeled by stereotypical, negative images in teaching materials and in the media. This self-assertion is important and should be welcomed by all educators. Such efforts can lead to the publication of materials which reflect the qualities, diversities, aspirations, and problems of all major ethnic and social groups.

World cultural geography courses, area study courses, and classes in area studies frequently are determined by the teaching materials available. Most teachers are not trained in area studies and have little background or competence in evaluating teaching materials. They pass on to their students those ideas which they learned in elementary and secondary school--ideas and images of "other peoples" as uncivilized and primitive, subject to pacification and manipulation by outside powers.

In an effort to aid teachers, administrators and publishers, several evaluative criteria have been developed for this study by specialists in curriculum in specific area studies. These specialists are Dr. Barbara Aswad, Associate Professor, Wayne State University, Detroit, Michigan; Mr. Robert Donnorummo, Administrator, Russian and East European Studies, University of Pittsburgh, Pittsburgh, Pennsylvania; Jo Ann Hymes, Director of Project on Asian Studies in Education, University of Michigan, Ann Arbor, Michigan; and Marylee Wiley, Curriculum Specialist, African Studies Center, Michigan State University, East Lansing, Michigan. All but Dr. Aswad are area representatives to a National Outreach Steering Committee representing area studies centers in major American universities which receive federal support under the National Defense Education Act, Title VI.

Many of these universities have undertaken curriculum evaluation and development of materials used at the pre-collegiate level. Experienced educators and experts in area studies are responsible for carrying out these services to school systems, individual teachers, professional educational organizations and publishers. Opinions and judgements of educators from countries in Asia, Eastern Europe, Africa, Latin America and the Middle East are sought and utilized, particularly through the United States Office of Education Foreign Curriculum Consultant program.

Teachers are becoming more concerned about the images projected to young people through educational materials. Too many authors are generalists who rely on previously published materials written by second or third hand observers. This can be very detrimental to the study of non-European world areas and can lead to several problems.

One of these problems is the over-emphasis of unrepresentative, exotic types of communities. In African studies, for example, authors frequently give considerable space to descriptions of the Masai, "Bushmen," and "Pygmies." These peoples live in ways which are shared by extremely few other peoples of Africa. Calling attention to their customs reinforces the stereotypes many people hold about Africans generally. Opportunities and needs to learn about other more common types of social groups in Africa are precluded when the text devotes space to these exotic peoples.

This is not to say that Americans should not learn about many different African societies which are more commonly found in many regions of the continent. We should begin our study with materials which challenge our stereotypical images of African peoples. To overcome the stereotypes of rural Africa, urban dwellers and urban occupations should be given special attention. Ancient and contemporary cities should be studied to give some idea of urban life over the centuries and how it has been modified by colonial and current factors. Children should not finish their unit thinking that most Africans are hunters and gatherers. This is not true, and yet many American children have this image of African people.

Each reviewer has reviewed the teaching materials with the evaluative criteria in mind. The first section of each reviewers report consists of an attempt to describe some important components in the study of peoples and societies in the respective areas of the world. It is designed to call attention to certain topics and approaches which are frequently lacking in educational materials published in the United States. The criteria was designed to help teachers and publishers become aware of current critical thinking in evaluation of teaching materials in world studies.

The second section of each report is self-explanatory, but very important. The use of primary sources is encouraged to give an opportunity for the reader to understand the view of scholars and others from the area being studied.

Facts can be up-to-date and misleading at the same time. For example, a chart which gives the number of telephones or cars per person in South Africa is extremely misleading unless the breakdown of those items is made according to African (black) and European (white) populations.

Further references for use in evaluating specific area studies materials may be found by contacting the reviewers used in this study. Several current and lengthy studies have been made which will help both teachers and publishers to identify and to correct common problems found in American social studies textbooks.

Reviewer #4

Concepts and Inquiry
Allyn and Bacon

The First three levels (one through three) have no specific content on Africa. Levels four through six have signficant portions about Africa in Medieval Civilization (level five) and Interaction of Cultures (level six). All were published in 1975.

Very brief mention is made of agricultural methods in Africa in Agriculture: People and the Land (level four). It is to the authors' credit that hunters and gatherers were described through a cartoon drawing rather than through an existent hunting and gathering community such as the San. Children's stereotypes of African peoples are strengthened by such referents. Rather than reinforce these stereotypical images through an actual case study, the authors make their brief remarks with the aid of an imaginary hunting community.

In Lands of the Middle East, an area study text designed for level six, the countries of Mali and Denmark are compared and contrasted under "Population Profiles". Many generalizations are made about Mali (p. 138), which need specificity and clarification to avoid leading the reader to generalize about all people in Mali. The teacher's notes reinforce these generalizations which include the following notions: People do not control their environment; people live as their forefathers did; hardly anyone goes to school; people marry when they are very young; living conditions are very primitive. The teacher's notes add, "These are normal conditions in underdeveloped nations." (p. 111) Students will assume that all people in so-called underdeveloped nations follow this pattern. This false notion carries particular importance because earlier in the series, in Industry: People and the Machines, the only African nation listed as "developed" is South

Africa. Many black South Africans could be described in terms depicting a low standard of living, with little opportunity to go to school, but no whites could be so described. How can all of South Africa be listed as "developed" when it is only the white minority community which enjoys the benefits of Western technological development? Likewise, many Malians, but certainly not all, may fit some of the descriptions given, but if readers apply these descriptions to all people in "underdeveloped" nations, they fail completely to understand the diversity in social and economic life prevalent in every African nation, where there are extremes of wealth and poverty.

Medieval Civilizations devotes one chapter to African kingdoms. The importance of the geographic features of these kingdoms is well-described, thereby encouraging the reader to understand the role of rivers, forests and deserts in the economic and political development of the empires.

Current scholars question the description of the Wangara gold miners as "primitive and shy people" (p. 54) to explain the development of the famous silent trading pattern. One could equally speculate that they were sophisticated and bold, perceiving that their best interests lay in anonymity and secrecy.

Students reading this chapter will have a better sense of the scope of African history, which so frequently is presented in texts only from the time of the arrival of the explorers to Africa. Gaining some understanding of the enormity and complexity of these ancient trading centers helps students to appreciate the diversity of cultures in Africa; stereotypes of "simple" people will be shattered. Teacher's notes are especially helpful and descriptive. Notes form level seven, *Lands of Africa* could be used with this chapter as additional background information.

Unfortunately, undue emphasis is put on the role of outsiders in these trading empires. The reader could conclude that the trading was due primarily to the activity of Arab merchants. (In fact, it was Arabic speaking Berber merchants, not Arabs, who came to Ghana, and certainly fewer than 30,000 settled in Kumbi.) The text gives the impression of trade being dominated by Arabs with statements such as, "Arab merchants set up trading settlements in Ghana. They established a trade in gold and salt that made Ghana wealthy." (p. 54) Historians contend that traders from within Ghana were active in the gold/salt/ivory/slave trade, along with the Berbers. In any case, the trade was controlled by the king, which is clearly described in the text.

The question of the expansion of Islam is raised. The teacher must know that when the authors say that the people of Mali "... had become strong Muslims" (p. 61) that this refers to the traders and people of the courts, not to the farmers and herders who were converted long after the fall of the Songhai Empire.

One further question must be raised. The authors assume (p. 61 Teacher's Guide) that civilization was diffused from Sumer rather than developed separately in other cultures (with the possible exception of the Amerindian civilization). Historians of West Africa have dated the domestication of grains and animals there to the first century A.D., long before the Berbers moved south; some date these characteristics of civilization as far back as 1000 B.C. Metallurgy was known and used independently in West Africa too, particularly copper working; iron working may have been learned from the peoples of the Nile River region. Surpluses of wealth based on these activities were the basis for the institutional development of "civilization" as defined by the authors.

The Interaction of Cultures (level six) presents the impact of Western, mainly British, influence on the Ganda people of present day Uganda. The basic thesis of this interaction, according to the authors, is that the Baganda accepted those aspects of Western culture which suited them, thereby strengthening their traditional Ganda culture (p. 61 Teacher's Guide). Other references are made to the destruction of the traditional ways of life and to the loss of political independence. This segment of the text needs expansion and examples.

The authors clearly present a common pattern of penetration by Westerners: first the explorers, followed by traders and missionaries, culminating in the takeover by European governments. Variations to this pattern, such as the extent of white settler populations, are discussed as well. Positive effects of the British presence are given more prominence than the negative ones. Land alienation is discussed, as is the concomitant loss of power of the various clans, but the overall impact of the text and teacher's notes is to downplay negative effects of colonialism. A dozen positive results of Western imperialism are noted in the teacher's guide; only two negative ones are mentioned: a) the weakening of the Gandan central government by wars between Christians and Muslims and by the creation of a landowning aristocracy no longer dependent on the Kabaka, and b) problems the Baganda faced in relating to other Ugandans after independence because of the special protectorate status of Buganda under the British.

Overall, this chapter raises some interesting issues and encourages the students to raise questions about the impact of cultural interaction. It fails to satisfy the inquisitive student who would ask many questions about the implications of colonialism for present-day Uganda.

Used in conjunction with the area studies book on Africa in level seven, the students will have had an extensive introduction to African studies before they reach high school. This is an unusually well-developed program in area studies for elementary age children. The need remains for more extensive teacher preparation to utilize the materials carefully.

ALLYN AND BACON

LANDS OF AFRICA - Prepared by Social Science Staff of the Educational Research Council of America, 1977

Lands of Africa is designed for use at grade seven, which is outside the purview of this K-6 review, but this brief evaluation is intended to be of assistance to those who use the text. Although the reading level and format may be appropriate for level seven, many of the concepts, questions, and suggested student activities are very complex and require a comprehensive, analytical approach not commonly used by children in seventh grade. This is especially true of chapter eight, "Economy of Tropical Africa."

The authors are very careful not to use condescending or paternalistic language, and excerpts from African authors and other African primary sources are well chosen. For example, a quotation from Nigerian author Chinua Achebe is used to describe the rainy season in Nigeria. Graphs are well-designed as teaching tools, particularly in the chapter on the natural environment.

The chapter on Great African Civilizations complements the material in level five on ancient African kingdoms. The topic of the slave trade is well presented, giving coverage to the slave trade in north and east Africa as well as to the Atlantic slave trade. Teacher's notes are excellent. This same chapter devotes only one page to European explorers, which is appropriate, as that subject is treated elsewhere in the social studies series.

Chapter five, "Africa's Traditional Cultures" is weak both in content and in methodolology of presentation. The authors discuss culture contact, traditional lifestyles (hunters and gatherers, pastoralists and agriculturalists); family life and polygamy; clans, tribes, and age divisions; and traditional forms of government, religion and world views. The main problem in this chapter is its tendency to make sweeping generalizations and assumptions. These specific issues could have been presented through case studies of several specific and differing African social groups. Rather, the authors discussed the themes as applicable to all of Africa with little specific reference to certain peoples. This leads to overgeneralization, as for example, in the description of family lifestyles, "Nearly all extended families in Africa are polygamous... Monogamous families are also found, but they are more common in the cities and among Christian Africans." (p. 81) This leads one to believe that there are relatively few monogamous societies, and it does not indicate that polygamy is on the decline for various reasons, including economic ones. It also assumes that nearly all extended families are polygamous; extended families can also be monogamous.

The same overgeneralizing problem occurs in the discussion of religion. The authors say, "Most African religions are polytheistic . . . (with) belief in many gods or spirits . . . also belief in one high god or creator . . . ." (p. 92-3) The spirits and gods referred to in traditional African religions have been compared to Christian saints which are adored and petitioned by many Christians. Some of these ideas would help students see commonalities in humankind's religious belief systems. Secondly, it is misleading to assume that only indigenous non-Islamic and non-Christian belief are "African" religions. Millions of Africans believe in Islam and Christianity; these are religions of Africans, and therefore, African religions. Their point of origin is as irrelevant in the case of Africa as it is in the case of Europe or North America. Islam has been a religion of Africans for over 1000 years, and Ethiopia boasts one of the oldest Christian churches in the world. Christians in other parts of Africa certainly consider their religion "African" and, in fact, some sociologists predict that Africa will be the most Christianized continent in the world by the year 2000. The comment on page 73 about religious beliefs having changed little during the past 500 to 1000 years seems irrelevant. The basic tenets of Christianity and Islam have changed little during the same period of time. Certainly interpretations and practices have changed, but the beliefs themselves have remained intact, such as in the Roman Catholic church, and many Protestant reformed churches. Why is it important to emphasize that "traditional" African religious beliefs have not changed?

This leads to another assumption in chapter five - that Africans have resisted change in their "traditional" cultures. In fact the text says "these traditional societies . . . have not changed much in recent times." (p. 73) Social change - for the good and for the bad - has been a very prominent characteristic of many rural African societies, especially in recent times. The question of labor migration alone, during the colonial and post-colonial periods is a significant indicator of the rate and extent of social change. I shall never forget a trip to western Northern Rhodesia in 1962. After more than two days of travel on dirt roads, crossing the Kafue River on a pontoon, and driving into the bush in a four-wheel-drive Land Rover, I was greeted by a teenager, transistor radio at his ear, grooving and jiving to the latest hit being broadcast from the nearest relay station. Social change? yes indeed, recent times have brought about extensive social change; there is no static human community where people are living as did their great-great-great-great-grandparents. Pastoralists, hunters and gatherers, agriculturalists, all have been forced to deal with change.

European Imperialism, discussed in chapter six, is looked at from African points of view as well as others, and common errors in differentiating the impact of British and French imperialism are avoided.

The remaining chapters stress ethnicity and ethnic strife as a basic problem of African nation-building to the exclusion of an analysis of the growing economic class structure. Increasingly, scholars are finding that ethnicity is eclipsed by concerns for improving one's economic status. Loyalty to "tribe" and even to members of the extended family is being eroded by a new individualism and strengthening of allegiance to the nuclear family, especially in the urban areas. The Biafran/Nigerian civil war cannot be fully understood, for example, without reference to the new oil wealth of former Biafra and the role that economic issues played in the causes of the war. It cannot be understood purely as an ethnic struggle. Chapter nine is particularly concerned with the question of ethnicity and says that conflict between ethnic groups "is the greatest obstacle to nation building in the area." (p. 123 Teacher's Guide) This is also the assumption of most of the media in the United States; it is not the case in fact. Although ethnicity plays a role in national and regional problems, as it does in other areas of the world, such as in the Canadian French/English ethnic problems, ethnicity is not the "greatest obstacle to nation building." Lack of development opportunities and unmet demands for better schools, health care systems, job opportunities is the basic problem. In other words, the economic problems encountered in attempting to meet the increased popular demands and rising expectations of the people are the basic obstacles to nation building; the demand is greater than the capabilities of the government to deliver. Ethnicity can have a role in complicating this situation, but it is not the problem itself.

The teacher's notes are so very brief for chapter nine, with only one paragraph on each of several countries. Many statements are left unexplained.

For example, the notes state that there was terror and violence in Uganda under Idi Amin and that he became the head of the Organization of African Unity. No mention is made of the fact that this is a rotating position and that Amin was not elected to the honor, nor that several African countries had expressed their disgust with his leadership. The reader is left with the assumption that Idi Amin enjoyed the support of African states generally. To have said nothing at all about this subject would have been better than to have mentioned one undeveloped idea.

These criticisms notwithstanding, Lands of Africa is one of the more useful basic introductory middle school texts in African studies published in this country. Many resources of varying quality are listed for further reading; films and other A-V materials are recommended. A very obvious attempt is made to avoid the common pitfalls in writing about Africa. The most difficult problem for any author or teacher is to try to cover such a vast and diverse continent in one segment of study. It would improve the quality of this course and raise the students' level of understanding if only three or four specific countries were studied rather than the entire continent. This would avoid many of the generalizations which are subject to exceptions and which lead to a perception of the continent and its people as homogenous.

Reviewer #4

The Social Sciences: Concepts and Values
Harcourt, Brace and Jovanovich

There are very few references to Africa and African peoples in this series, The Social Sciences: Concepts and Values, published in 1975.

The initial references to Africa, in levels one through three are generally positive ones which would interest children in knowing about the people and areas studies. The first reference, for example, is to a little girl, Ama, who lives in Ghana. Her father is a judge. Photos depict her schoolroom, games and dinner time at her house. This choice of an urban family is a strong image to counter common rural stereotypes. A later reference to Kwesi who also lives in Ghana reinforces the idea of urban life in Africa and allows the reader to draw comparisons with his or her own life.

The one reference to rural life is to a herding family in Morocco. Emphasis is put on the interdependence of persons in that family and the students are urged to think of ways in which their lives are interdependent with others. Unfortunately the teacher's notes are very brief and any questions raised by children about the families or life styles could not be answered based on the notes in the teacher's guides.

Level three refers to the three most famous African kingdoms, Ghana, Mali, and Songhai. The complex social and political structures are presented at an understandable level. The text exphasizes the fact that Africans who came to the Americas from West Africa had had "advanced cultures" and were skillful farmers and metal workers. This historical reference, which could be better developed, gives the reader a sense of the dignity and worthwhileness of African culture.

The concept of group behavior is presented through another reference to Africa, describing the role of a young boy, Ojo, of Nigeria as a member of a soccer team. This example is excellent because children learn that boys in Nigeria play games and have team loyalty just as American children do. The ideas of acting together as a team and of the sense of belonging are well explained. The authors continue to explain that Ojo also has loyalties to his family, church, classmates, tribe, and nation. It is unfortunate that the word "tribe" was used because the Yoruba people of over 20,000,000 are no longer called a "tribe".

The references to Africa are less well chosen in levels five and six. It is very misleading to describe the concept of variability by using the two examples from Tanzania, the rural Masai and urban Arabs. Children may deduce that Arabs, but not Africans in Tanzania live in cities. Choosing as examples urban and rural Africans from the same home area in Tanzania would lead the reader to understand the idea of variability among people without creating a false image of rural blacks and urban Arabs. The rural Masai are a very stereotypical and extremely unrepresentative group of people in Tanzania and in all of Africa. Other subsistence farmers or herders could have been chosen and contrasted with urban Africans living in Dar Es Salaam. This section of the level six text is further weakened by the absence of teacher's notes.

The lengthy reference to the kingdom of Ghana will give the children an introduction to this interesting empire, but there are few teacher's notes to aid in discussion. The children are asked to compare and contrast various topics, such as family relations, work, social class, religion and government in Ghana and Rome. There are no specific teacher's notes for this exercise, and given the general lack of knowledge about ancient African history, it is likely that stereotypical, uninformed generalizations will be made. Adequate background reading for the teachers is imperative for a topic such as this which few teachers have ever studied.

The map on page 357 contains several inaccuracies for the time of publication. Spanish Sahara, Cabinda and Rhodesia are coded as independent nations. Spanish Sahara was still a colony in 1975. Cabinda was and is part of Angola. Southern Rhodesia illegally declared independence in 1965, but no nation except South Africa has recognized that status. According to our Department of State, Southern Rhodesia is still a colony of Great Britain. Portuguese Guinea (Guinea-Bissau) was independent in 1975. After the International Court of Justice declared void the former mandate of South Africa over Southwest Africe in 1966 and again in 1971, that country has been referred to as Namibia.

It is important to point out that the African nations demanded their independence; they were not "given" it by the colonial powers. The reference in the text to Ghana's achievement of political independence under Nkrumah makes this point clear.

Students are asked to investigate other cases of independence won from colonial powers by comparing the political map of Africa after World War I with the map of Africa in 1975. Very little information can be gleaned from such an exercise, especially when the teacher's guide lacks adequate notes on the subject. These notes stress the common but misleading notion that "tribal" loyalty is the greatest barrier to national identity. Many scholars are now giving more emphasis to the competition of economic class interests as deterrents to national identity than to ethnicity, although "tribalism" is still the dominant theme in African politics as seen in the U.S. media.

Generally, the series helps to break negative stereotypes about Africa, but students and teachers are given very little substantive content about Africa. Little or nothing is said about geography, colonial history, and contemporary social, economic and political life. Nothing is said about the crucial problems in Southern Africa, nor about Africa's ties with the United States.

Reviewer #4

The Holt Databank System
Holt/Rinehart/Winston

Seven levels of materials were reviewed in the Holt, Rinehart and Winston series. Nearly all of the Databank was reviewed; however, some data cards and fold-outs, and all recordings were not available for evaluation.

People (level one) discussed family life in Japan, Germany, Iceland, and Kenya. In the Kenyan example, contrasts in lifestyles are emphasized through the choice of a very rural family for study. The sketches of life on this family farm are very idealized and romantic, quite unrealistic, which is also true with the other nationalities depicted in the study. At the beginning of the unit, students are asked to draw sketches of what they think Kenya might be like. At the end of the study, they check their drawings to see if their hypotheses were correct. Given the fact that most children have stereotypes of Africans as simple, relatively primitive rural people, these stereotypes will be unchallenged and reinforced at level one.

Had the authors chosen families of similar status in each of the countries, the children would have had an opportunity to compare and contrast in an honest way. The question posed at the end of the study, "Which of the four countries is most appealing . . . give reasons . . . and vote" is very misleading. Having studied one lifestyle in Kenya, the children have learned nothing about the diversity or complexity of lifestyles in Kenya. This question reinforces the notion that the family studied is representative of Kenya, which it is not.

Level two, Communities, again fails to give the reader any idea of contemporary urban Africa. The Berbers and Tuaregs are studied as examples of desert communities. So-called "Bushmen" (a derogatory term) are referred to in the chapter "People Use Tools." Although the teacher's notes admonish the teacher to tell the children that "Bushmen" of today use steel knives rather than stone tools, the images the children see of African people are again, those which reinforce stereotypes.

Cities, level three, has extensive coverage of the Great Zimbabwe ruins in present-day Zimbabwe. The photographs are excellent. Students could become very interested in the various peoples who constructed the stone enclosures, towers and fortresses. They learn of the extensive trading system of the Kingdom of Monomotapa and of the wealth of the king's court.

However, the text reflects out-of-date scholarship by its fascination with the question, "Who built Zimbabwe?" Scholars have put to rest the contention of the white settlers in the region that Blacks could not have accomplished such a feat. To dwell on this issues is a waste of time.

Two folktales are given at the end of the chapter. Their relevance to the Zimbabwe unit is enexplained. They are not taken from people of the Zimbabwe area.

Cities has an interesting lesson on the use of Arabic numerals which should provide some challenge to enthusiastic young people. Teachers may be interested in looking at other African numeration systems and numerical designs which are interestingly discussed in Africa Counts by Claudia Zaslavsky, a math teacher from New York. The book is published by Prindle, Weber and Schmidt.

Level four, Cultures; five, American History; and six, Technology have considerable coverage of African studies. Cultures is an inquiry study in anthropology and sociology. "Bushmen" are studied as an example of people living in bands. The Ibo speaking people of Nigeria are studied under unit four, "Country People in Modern Nations." "City Life in Changing Nations," discusses the capitol city of Nigeria, Lagos.

My Ghanaian consultant was especially perturbed by the Cultures material on Africa, beginning with the opening questions on page two. What is the underlying assumption of these questions? Is it that other people are so different from us and that they have not become "modern?" After reading the entire Databank series, the answer is "yes." The basic thread of this series is one of "modern" versus "nonmodern," terms actually used in the level six book, Technology. This assumes that the United States and parts of Europe are on the top of the ladder of human achievement because of their technological sophistication. Children are not given opportunities to learn from other cultures about human values (except briefly in the problems posed in the chapter on urban renewal in Lagos).

Human achievement is equated with technological development, and, therefore, those societies which have not progressed to a high level of technological sophistication are perceived as behind or backward people. This assumption must be challenged.

The long chapter on the "Bushmen" has a paternalistic, condescending tone. We seem to be looking down on a peculiar people, eavesdropping on their peculiar lives and making our own conclusions. The following statements reflect this attitude: "Killing an antelope or even a giraffe, makes them feel strong. To be able to give away much meat to others makes them feel important." (p. 41, Cultures) The following statement describes the people watching their huts burn down because of a child's carelessness with fire, "As they quickly burn to the ground, people stand around joking and laughing. But an hour is all the time it takes for a woman to build another one. In the fire, the family might have lost most of what they own . . . (but they) will borrow from other people until they have time to make new things." (p. 46, Cultures) These two statements are descriptive in a very we/they sense. Surely anyone who could kill an antelope or giraffe would feel strong, and anyone who is in a position to share his or her wealth (meat) would feel important. It is exceedingly difficult to believe that women would stand around joking and laughing if every worldly possession they owned to make life easier were consumed by fire. If this laughter is a form of psychological relief, let that be explained. The text leads the reader to think that these simple-minded people do not appreciate the value of their own tools and homes.

The use of the prayers of "Bushmen" could be a productive inquiry exercise into human commonalities in religious belief systems. It would be difficult, however, for children to identify with the "Bushmen" after the descriptions preceding the prayers.

Unit four of Cultures discusses "tribal people joining a nation." The Ibo speaking people are described as ones who "change very quickly when new ways come to their villages." (p. 119) They are used as examples of African country people who appreciate the values of Western technology and who "get themselves up" by allowing "the modern world to come to us." (p. 130) Some stereotypes of African people as lazy and resistant to change will certainly be broken by this chapter, even though it perpetuates the thesis of human achievement being equal to technological development.

The unit on Lagos raises the problems of urban life in contemporary Nigeria and makes a point of saying that Yoruba people have lived in urban settings for generations. These topics help students to understand that urban centers have been and continue to be important in African nations. Students may find some comparisons between urban renewal efforts in Lagos and those in U.S. cities.

American History (level five) begins with an excellent and interesting discussion of West African civilizations. Several lessons are planned around the study of art from Benin, as was similarly done in the Cultures units on Nigerian art and Ife bronzes. Introducing these art lessons not only broadens the students' understanding of African art forms (which is usually dominated by a fixation on masks), but also gives the students some idea of the methods used in this early bronze casting, a topic rarely covered in elementary level art classes.

The passage at the end of unit four, which describes the funeral of a Yoruba king seems out of place and without any context. What is the purpose of this vignette? Discussing suicide and murder deserves some conceptual framework or else it appears as a dramatic attention-raiser for no specific purpose.

Level six, Technology, has been referred to earlier in conjunction with the theme of "nonmodern" and "modern" societies.

Another crucial ingredient lacking in the Databank analysis of technological developments in Africa is the role of the industrialized nations in the lack of technological development in countries with low per capita incomes. None of the economic and political questions are raised which would lead the student to understand the complexity and difficulty of achieving needed technological development. The example of the cocoa beans from Ghana and the Hershey Company from Pennsylvania gives an excellent glimpse of our dependence on Ghana for chocolate candy, but it fails to discuss what has happened to Ghana and to Ghanaian farmers because of their dependence on one crop for a living and because of the control of the market by Western demands. Sixth grade students could understand these issues if they were raised. Instead, the student is left with the impression that Hershey buys 30,000 pounds of beans and the grower gets the money. This is far too simplistic and very misleading. (p. 204, Technology)

Overall, the Databank is in great need of revision from the point of view of African studies. Too many stereotypes are reconfirmed; too many assumptions are made about the meaning of progress, and too few examples are given for learning from rather than about African peoples. We look forward to an improved 1980 edition of the Databank which has the potential for a very thorough learning methodology with more sensitive and appropriate choices of substantive content matter.

Reviewer #4

Windows on Our World
Houghton/Mifflin

Students' books, teachers' annotated editions and activity books were supplied by the publisher for each of the following titles: _Me_, _Things We Do_, and _The World Around Us_ (which are evaluated collectively), and _Planet Earth_ and _The Way People Live_ (which are evaluated collectively). Level three _Who Are We_ and level five _The United States_ were not supplied.

Few references are made to Africa or African peoples in the materials because the series stresses the development of self awareness and of awareness and respect of persons around us. It does not focus on world geography or area studies, but brings in some examples from other cultures to illustrate a concept being developed within the scope of the series. The general theme of this series, _Windows on the World_, is one of understanding one's self and others as dignified and diverse people in a changing and manipulated world environment. The editor, Lee Anderson, is committed to the cause of global education, that is, in essence, learning to appreciate the diversity of human culture and learning to cope with the finiteness of the world's resources to meet human needs.

The fact that African examples are so few increases the impact of those which are selected for the children to consider. There is only one mention of Africa in the lower elementary materials; this occurs in the second level book, _The World Around Us_, in which the students are learning about the world through pictures. A picture of a classroom in a school in the "Congo" is shown, along with photos of classes in India and China, although the countries

141

are not named in the children's text. The teacher's guide mentions that there is no need to point out where these countries are located. The children are encouraged to discuss the similarities and differences between their own school and those shown in the pictures.

The classroom in the Congo contains a chalkboard hung on a wall made of mud and pole construction. Four or five boys are seated on narrow benches watching the teacher point to the "devoir" (homework) written on the board. The photos are captioned: "These are pictures of schools in the present..." (p. 27). Whether we intend it or not, children will generalize that schools in the Congo, indeed perhaps all schools in Africa, are like the one pictured. They will not learn that there is a great variety of schools in the Congo and that many Congolese children go to well-equipped schools with the same amenities found in many schools in the U.S. The children's stereotypes of Africa as "primitve" will be reinforced through this single reference to Africa in the lower primary materials. The same effect would occur in reverse if one photo of one school in the U.S. were used to generalize for the whole North American continent. From the point of view of an area studies curriculum specialist, it would have been advisable to show three photos from different types of schools in the Congo, giving children an opportunity to draw comparisons and contrasts with their own without typifying schools in an African country by a single photo of a small rural school. Indeed, education has become such a priority for most African nations, that new schools are being constructed in remote rural areas, replacing the pole and mud structures.

I have dwelt at length on this particular example because it is indicative of the subsequent treatment of Africa in the upper primary materials, with one exception. One picture in The Way People Live (level six) shows women students in graduation gowns and the teacher's guide says the photo is from Ghana. Apart from this single photo, the other twenty photos of African people depict rural, village life styles, and urban market scenes. None depict the major cities with skyscrapers, international airports, luxury hotels, cars, trains, buses, trucks, TV and radio stations, ice cream stands, movie theaters, universities, and rock musical bands. These images are just as real and important in African studies and give students new images of Africa which break the stereotypes and build a sense of human commonality which is a theme of Windows on the World. Given the strong stereotypical views most Americans hold about Africa as a "primitive" rural society, it is imperative that young children receive some opposing images, not to the exclusion of the rural, but to complement it.

Unfortunately, most of the written material about Africa is of an equally stereotypical nature in the upper elementary series. For example, in Planet Earth (level four) the text discusses how people relate to natural phenomena. It tells us that a group of Nigerian people called the Ibo believe in Chidinelu, the god who rules over the rain: "When the rain doesn't come, the Ibo believe Chidinelu is angry with them. Why do you think the Ibo believe Chidinelu rules the rain?" (p. 118-119) Again, this selection singles out one situation from which the children are very likely to generalize. The example is meant to illustrate how a group of people has developed a religious philosophy to explain natural events, but it reinforces stereotypes by failing to show diversity among the Ibo speaking people, many of whom are Christian and do not elieve in Chidinelu. If the authors had taken several diverse examples of uman communities within Nigeria to illustrate different ways of understanding atural phenomena, the text would not have reinforced Western stereotypes of frican peoples as unscientific believers in spirits. Similar diversities of elief could have been illustrated from examples within the U.S., thereby eaching that humans react differently to nature even though they may share he same natural environment.

The same problem is illustrated on page 250 of The Planet Earth where hildren are studying changes in the environment. A village compound, presumably in Africa, is pictured with thatched rectangular buildings in dark lack and grey tones. A brightly colored city of skyscrapers stands next to he village photo. We do not know where either photo has been taken, but hildren will presume that one is in Africa and the other in the U.S., again reinforcing their stereotypes of "native" Africa. How challenging it would e to state that both photographs are from Africa! The question, "Which icture shows the most changes in the environment?" would then encourage hildren to learn of diversity within Africa.

There are other specific problems with the treatment of Africa in this eries; on the other hand, the authors have avoided using condescending words uch as "uncivilized," "natives", "primitive," "tribalistic." The maps are p to date for the time of publication.

A general lack of teacher's notes increases the problems in the texts y not providing specific or adequate comment, particularly regarding photo-raphs, (Planet Earth, p. 250; The Way People Live, p. 204). These pictures re not identified as being taken in Africa, and a teacher would have to guess o answer students' questions about the content of the photographs. Other teacher's notes are misleading. For example, the interesting excerpt on Kenya (The Way People Live, Unit 3, Lesson 9) describes an old Kenyan's views of the coming of the railway to his country. This is a classic quotation pitting the coming of Western technology against human values and human survival in Kenya. As land is alienated by the Europeans, Kenyans are forced onto smaller plots of land which cannot support the population. At the same time, some Kenyans are brought into the Western technological culture of motor cars, "fire sticks," and trai[illegible] The teacher's notes suggest that students role play the dilemma in Kenya. [illegible]me students, the notes continue, may "suggest that the ultimate solution to the problem their country faces is to force the "Pink Cheeks" (Europeans) out of their country and run it for themselves again. They may argue that independence is a must, despite what it may cost. In short, they may suggest revolution. That, of course is exactly what did happen in Kenya." (p. T 354). Few teachers would know that thousands of white people remained in Kenya at the time of independence, and, in fact, that they were guaranteed safety during the transition to independence. The racial conflict of "Pink Cheeks" versus blacks was limited, and Jomo Kenyatta welcomed and encouraged whites to stay in Kenya. This is not clear in the teacher's notes, which imply that the whites were forced out of Kenya rather than that they were forced out of political control of Kenya. The difference is important.

Overall, the references to African peoples in Windows on the World do not support or illustrate the central themes of the series as a whole. Rather than fitting the pattern of human diversities and commonalities, the references to Africa reinforce stereotypes and fail to illustrate either diversity within

Africa or commonality with the U.S. Because many of these problems are reflected in the choice of photographs, one wonders if the authors and editor had the opportunity to select the photos used throughout the text.

Reviewer #5

Rationale

Reflections on Asian Studies in Social Studies Texts

The treatment of Asia in American textbooks has been under close scrutiny by Asian specialists in recent years. The Asia Society, a private non-profit educational organization, conducted an intensive survey of how Asia is depicted in 306 social studies texts in use in 50 states under a grant from the Ford Foundation. The Asia Society reported its findings in Asia in American Textbooks in 1976.* The books were evaluated by over one-hundred experts with scholarly and teaching experience on all parts of Asia. This study provides an excellent frame of reference for publishers, textbook adoption committees and classroom teachers on the use of Asian materials in the classroom.

What can be said of the "state of the art" regarding Asian studies based on this exhaustive project? At best textbooks should provide a true Asia perspective on the problems, events, and influences which shape people's lives, bringing the study down to the concrete level of day-to-day existence. Culture and people should hold "center stage". Good textbooks let indigenous literature, art, philosophy, religion, music, drama, diaries, or other humanistic primary source materials tell the story.

Teachers and curriculum planners must exercise firm vigilance over content information on Asia contained in their texts and supplementary materials. Asia is by far the world's most populous region, composed of many countries, ethnic groups, and political systems. Thus, it cannot be easily characterized by generalizations. Educators must be prepared for inaccuracies due to faulty interpretation, out-of-date information, superficial treatment, or conceptual distortions. Indeed, authors of social studies texts face a tremendously difficult task in presenting cognitive, affective understandings on such a huge region with divergent cultures. Unfortunately, what appears in school books is poorly informed by currents in Asian scholarship. All too often simplification goes too far. In using texts teachers must be alert to western adaptations of Asian myths, legends, folktales, and historical accounts. Eyewitness reports may only put across the cultural bias of the foreign visitor. Even case studies have been cited as a major disappointment; textbook authors have featured what amounts to fabrications of situations and attitudes.

---

*The Asia Society, Asia in American Textbooks, Asia Society, Inc. 112 E. 64th St., New York, N.Y. 10021, 1976.

The ideal Asia-centered approach goes beyond the exotic side of Asian life which may catch the eye of the casual observer. Asian cultures are based on coherent value systems which make sense to society members. Students must be helped to understand and empathize with the integrity of actions, attitudes, and institutions of people in Asia; to accept differences in a value-free manner; and to appreciate Asian contributions to our global culture.

Two approaches more commonly characterize Asian material. One encompasses value judgements which identify change as good, necessary, and an historical inevitability. Such assumptions cast indigenous traditional ways as impediments to progress, while judging positive achievements in terms of economic wealth and technological advancement. A second unsuitable tack derives from a Western-centered bias in defining Asian "progress". This takes the shape of a "catching up with the West" mentality, failure to distinguish "Westernization" from "modernization" describing Asia in terms of Western standards, emphasizing Asia's problems and overlooking Asian strengths, or using Asia as a stage for events prominent in Western history.

The findings of the Asia Society and these evaluations of four elementary social studies series, point clearly to the need for cooperation among specialists with Asian Studies expertise, teachers, and curriculum developers. Many colleges, universities, and private international organizations offer extensive resources to assist teachers in teaching about Asian Studies. During the 1970's special "outreach" programs were created to perform a unique liaison function between Asian scholars and the general public. As one of the first of these "outreach" programs, the Project on Asian Studies in Education at the University of Michigan, has much experience in providing bibliographic assistance, in-service workshops, loans of written and audio-visual materials, advice on curriculum planning, speakers on Asian topics, plus assistance in pinpointing other local, state, and national Asian Studies resources. PASE also took part in the Asia Society Textbook survey. Asian outreach units also endeavor to make teacher feedback play a more vital role in the development of Asian studies classroom materials, through their network of ties to professional organizations, private and public funding agencies, and book publishers.

Evaluation of Asian content in the four social studies series was carried out as a team effort under the direction of Jo Ann Hymes, director of the Project on Asian Studies in Education. Ms. Hymes reviewed *Windows on Our World* by Houghton Mifflin. Though a Japanese specialist, she has broad Asian expertise. She has run workshops for audiences of all ages, developed curriculum, and edited *Asia Through Film* and *Teaching About Japan: A Resource Guide*. Susan Pratt Walton evaluated *The Social Sciences: Concepts and Values* by Harcourt, Brace and Jovanovich. Ms. Walton is a Southeast Asian specialist and Instructional Associate at PASE. Editor of *Southeast Asia: A Resource Guide for Teachers* she is currently translating books on Indonesian and Javanese music and culture. Marie H. Martin analyzed *Concepts and Inquiry: Learner-Verified Edition II* by Allyn and Bacon. Ms. Martin has lived in India five years and is a South Asian historian; has taught grades 5-12. She has served as assistant editor of the *Michigan Papers on South and Southeast Asia* and the *Michigan Series on South and Southeast Asian*

Languages and Linguistics. Andrea Sankar worked on the Holt *Databank* series. Dr. Sankar is a specialist in Chinese anthropology having done research on old age in China. Currently she is a consultant for the "American Values and the Elderly" project and teaches cross-cultural topics at the University of Michigan's School of Social Work.

Reviewer #5

The Making of Our America
Allyn and Bacon

1. Series

   A. Overall. These volumes are part of a series of social studies volumes for the elementary grades. They are concept oriented, and each year's set of recommended volumes includes an area study volume(e.g., India for grade 4, the Middle East for grade 5). The series is well integrated and thoughtfully laid out--a wide range of skills and concepts are progressively developed and expanded through successive years.

   B. Student's Point of View. From a student's point of view, these texts are attractive. They are generously, colorfully, and (usually) appropriately illustrated (with captions)--sometimes comparison and class discussion are suggested for a series of pictures. In addition, the illustrations are drawn from a great variety of sources, (e.g., street scenes, miniature painting, statuary, archaeological sites). In the texts, different type styles are used for text, questions, stories, and so forth, breaking the monotony and physically marking the place at which one shifts gears and goes on to something different. After presenting data or an idea or a concept, questions follow immediately in the text. These are marked by degrees of difficulty, so the student knows whether or not the question can be answered directly on the basis of the information in the text, whether the information must be reworked, or whether outside information or research is necessary. There are maps, charts, graphs, and so forth, most using both metric and traditional units. These are clearly explained in the text and then questions asked and problems posed so that the student will not only understand those specific materials, but also learn to understand similar materials. As with the conceptual content of the texts, the degree of difficulty increases each year.

C. The accompanying teacher's guides are thorough. Each guide begins with an introduction to the series, its goals and objectives. Then there is an explanation of how to use the guide and a list of overall performance objectives. For each chapter, there is a list of performance objectives. These are clearly stated, and they are marked as to how complete the students' understanding should be of each objective by the end of the study period. This is followed by a list in two columns: on the left, a list of concepts; on the right, the teaching objectives which, if met, will enable the students to understand and apply that concept. Then there is a succinct explication of the content in the student volume providing the teacher with additional contextual information. This is followed by teaching suggestions, a series of notes that explain what types of answers should be elicited from the question in the text, and a section on activities (these run the gamut from blackboard activities to student research and report topics). Finally, at the end of each volume, there is a list of sources of "Free and Inexpensive Materials". This is followed by a list of books for teacher use, books for students to read or consult, filmstrips available, and miscellaneous items--all of these sections being briefly annotated.

These texts and guides are complete, but the teacher must do his/her homework. He/she cannot go into the class unprepared, have a student read page XY aloud, and then expect to lead a meaningful and instructive discussion on the basis of the text only. He/she must familiarize himself/herself with the concepts in the teacher's guide and skim through the teaching suggestions. Having done this, he/she need do nothing more in order to teach that particular section or topic well, getting across concepts as well as data, helping his/her students develop skills which will apply outside the classroom as well as meeting testing criteria.

I wish I had had such texts when I was teaching. Because of the way they are constructed, they can be used without additional outside work and without modification: pages can be assigned as homework or they can be done in class; questions can be the basis for discussion or they can be assigned as written work--answer just the questions marked in such-and-such a manner, write a report on one of the questions that requires further research, answer one question from each group choosing whichever level of difficulty you prefer, etc.; tonight, draw a graph like the one in the text that shows how many pennies, nickles and dimes there are in your father's pocket. Most importantly to me, because of the way these texts are designed, a teacher can elicit responses from slower students who can then be appropriately congratulated; in turn, their responses can be expanded by more experienced or more articulate students--resulting in true participation by each class member, something which I believe is essential to responsible and good teaching.

2. Some General Comments on the Series. It should be obvious from my comments above, that I am extremely impressed with the series and that it has my recommendation. However, ...

A. The suggested grade levels are too high for school systems with a disproportionate number of students from disadvantaged homes. Presumably, any committee reviewing these texts would be aware of the level of reading ability and experience of their students (my personal experience is that I was forced to use a ninth grade text for seventh grade students, about two-thirds of whom should have had a seventh grade text). Under normal(?) circumstances, because of the way the texts are laid out, they could be used for students of mixed ability or for tracked students.

B. Asia (separate from the comments below). The series is to be commended for its attitude towards and coverage of non-western areas. Given that space and time necessitate selectivity, I am impressed with the content; however, one thing which does not emerge is the staggering complexity of Asia. The series needs to include a consideration of the incredible variety that exists in Asia. Given that materials must be simplified, the editors have done a good job--generally speaking--of avoiding distortion and condescension. Yes, I would like to rewrite some of the materials dealing with caste,for example; but, except for one major error (below), the way in which it is discussed compares very favorably with other texts.

C. Nationalism. Throughout the series, nationalism is presented as a rather good Western invention or creation of the 16th century (e.g., The Age of Western Expansion, p. 123); but other areas, being a little slower (it is implied), did not catch this precious feeling until much later. But nationalism is a 19th century phenomenon. Editors, please, ask yourselves, "Were the illiterate peasants of various areas of

England (or of the provinces of France or Spain or Italy or . . .) loyal to some national concept of their particular state?" Nonsense: That other classes identified their interests with a particular state is not the same as nationalism either.

D. Economics (for example, see the unacceptable checklist in The Indian Subcontinent, pp. 72-73). From these texts, we reach the conclusion that efficient farming, as in the United States (where we still have a notable distribution problem if malnutrition and hunger are criteria), involves perhaps 3 or 4% of the population in agricultural production. If this is a goal, then in India alone, where currently about 75% of the population of 600,000,000 are directly dependent upon their own involvement in agricultural production, reaching this goal would separate over 430,000,000 persons from their livelihood, nearly double the number of persons in the United States. Please, get off the big bucks, big rubles, and big salaries for foreigners in "hardship posts"; start thinking of the appropriateness of solutions for particular economies, e.g., labor intensive agriculture in Japan. No mouse wants a door big enough to let the cat in.

E. Women. Women are treated with silent fairness in these texts. Why is it that, in modern times, only non-Western states have had women heads of state emerge through their political systems (Israel, India, Sri Lanka)? Who did manage feudal estates during the Crusades? Yes, the women of Islamic extraction did wear (and still do) the veil, but who commanded that they have rights in property (Muhammad); what group has had contractual arrangements for temporary sexual alliances which protect any issue from those alliances (the Shia).

F. Politics. Monarchies have not been as absolute, democracy is not quite as democratic, and reformers like Martin Luther espoused so simply for their ideas as suggested.

3. Some Major Problems

A. The Indian Subcontinent, p. 62, and Four World Views, p. 50. The vaisya are merchants. The sudra are farmers and craftsmen (in the latter case, which craftsmen are sudra and which are outcaste varies from region to region according to local convention).

B. Siddhartha Gautama, after his enlightenment, is usually referred to in English as the Buddha as there are a great many other buddhas who should not be confused with him.

C. Four World Views, p. 62. Hinayana? No, no, no! Not in this context! It is Theravada. In addition, including Zen with the three major branches of the "religion" is rather like including a single branch of a pussy willow cut in late March in a composition with a 75 year-old oak, maple and elm tree--it may be an interesting contrast, but it is not an appropriate presentation.

D. Medieval Civilization, p. 38, "Hindu-Arabic Numerals." Hindu refers to to the practicer of some form of the religion we call Hinduism. The correct form here would be Indo-Arabic, or just Indic. Given the description, Arabic numerals should be included in the chart as well, and the number 7 is completely unintelligible.

4. Some Typical Minor Problems

A. The problem is "kowtow". The word is a western mispronunciation of a Chinese word, and it has come to carry a negative connotation in modern English. In its original sense, it was an obligatory act of great respect toward the emperor. Because of the difference in original meaning and present usuage, even though the situation is explained, an additional note is needed.

B. Four World Views, p. 65. The first two questions are not particularly fair to Buddhists, Buddhism, and all the rest of us, e.g., substitute Methodist or Roman Catholic. How about minister or priest instead? After all, whether Buddhist, Jewish . . ., one is able to study science to control nature (as do many Buddhists) because one has learned to control oneself.

C. The Age of Western Expansion, p. 26. "Centers of Civilization in the Old World, c. 1500" The Mughals (note spelling) did not enter South Asia until 1526 (a term preferable to "the Indian Subcontinent", by the way); not until the 1570's did anything resembling an empire begin to emerge.

--Page 36, a reference to European shipbuilders borrowing from the Muslims. This same problem occurs elsewhere, as for example a reference to China, India and the Muslims.

--Page 35, "This astrolabe was invented by the Greeks about 200 B.C. It may be the oldest scientific instrument in the world." Those Greeks were very clever to write on their astrolabe in Arabic in the 2nd century B.C.

D. Medieval Civilization, p. 58, my favorite caption: "The ruins of an Arab city in Africa" which accompanies a picture of a small building of perhaps three or four rooms. Then there are pages 80 and 81 in which the "light plow" pictured matches the description given in the text of the "new plow". Or the map on p. 112 of "Europe" which includes North Africa and the Levant.

E. Four World Views, p. 8. Question 7, "Does God (or do gods) exist?" followed by question 8, "Does God (or do gods) care about human beings?" Hmmm, what if I answer "No" to question 7?

5. Conclusion

Taken as a whole, despite criticisms which can be made, the series is a good one. My advice to any teacher who is going to use a series like this, or probably just a part of the series, is to examine the entire series and pick out the volume or volumes about which you have the most expertise (whether applicable to what you will be teaching or not). Then read the volume critically to see how it matches up with your own experience. Then expect that similar problems will exist with the volumes that you will be using, and try to correct for them. Your students may be even more perspective in this regard, and their responses may indicate where there are problems with the materials (either through naivete--other people don't really do that, do they?--or by showing hostility and prejudice).

Reviewer #5

The Social Sciences: Concepts and Values
Harcourt, Brace and Jovanovich

The Social Sciences: Concepts and Values (published by Harcourt, Brace, and Jovanovich in 1975) consists of student texts and teacher guides for kindergarten through sixth grade. The content is organized around a series of concepts and values concerning man (and woman) and his or her cultural and physical environment. This conceptual rather than strictly factual approach is highly commendable. It encourages students to think creatively about their own lives and to appreciate other cultures very different from their own. The many different kinds of exercises suggested enable the students to develop multiple points of view. With all the highly praiseworthy aspects of this series, however, it is to be regretted that the Asian content has some serious faults. The following discussion dwells on the faults of the series more than the good points not because the Asian content is totally inaccurate (it is not), but because the good points are easy to see whereas the bad points are often more subtle.

There are three kinds of problems which plague the Asian content of The Social Sciences: 1) A Western-centered rather than Asian-centered approach, 2) factual inaccuracies and 3) omission of sufficient material on Asia.

The outstanding problem with many American textbooks on Asia is the tendency to present Asian institutions, history and culture from a Western perspective. In Volume II of The Social Sciences a Western-centered approach is carefully avoided, while in Volume VI that approach appears frequently, though seldom blatantly. (The other four volumes of the series treat Asia only in passing.) The following provides illustrations of the Western-centered approach versus the Asian-centered approach in both volumes.

Volume II contains many full-color photographs of children from around the world, including "Hiroshi" from Japan and "Rani" from India. Unlike photographs in many texts, these do not merely perpetuate stereotypes and cliches about Asia: They show children performing everyday activities like eating, learning, obeying rules and saying "thank you." The implication of the photographs and the accompanying questions in the teacher guides is that all of these different ways of acting are acceptable, even if they are unlike Western ways. The caption under one picture says for example, "Hiroshi is in his bedroom. What does he have in his room? How is your room like his? How is it different?" (p. 186, Volume II)* These questions do not focus on what, in Western terms, is "missing" from the room. Instead, the questions suggest that here is a different kind of bedroom, a reasonable and acceptable alternative to an American bedroom. After seeing Hiroshi and Rani in a variety of activities, the reader feels as if he knows these children. They are not merely stereotypes: they are real people. By centering on peoples and their cultures, Volume II encourages students to think for themselves in evaluating their own and other cultures.

Unfortunately the humanistic and Asian-centered approach evident in Volume II is somewhat lacking in Volume VI. The Western-centered approach manifests itself there in three ways: 1) Often only the negative aspects of Asian cultural institutions are described. 2) The authors apparently assume that Asian countries will and should follow the same path to modernization that the West followed. 3) Asian customs are unfairly compared to Western ones.

---

*Since all the material in the student texts is reproduced in miniature in the teacher guides, all page numbers refer to the pages in the teacher guides.

The description of the caste system in Volume VI provides us with a good example of the way in which the positive elements of an Asian cultural institution are for the most part neglected, while the negative ones are stressed. The authors can be credited for mentioning some of the less important positive aspects of caste. However, they do not mention the main function of caste. The system provides a division of labor and economic solidarity by organizing the exchange and distribution of goods and services among families of different occupations. The "Values Issue" activity (p. 209, Volume VI) further reinforces the negative rather than the positive aspects of caste: Students are asked to discuss how they would feel if someone were mistreated by his or her peers and forced to collect garbage just because he or she had red hair.

A second, more subtle, failure to explain the positive elements of an Asian custom is the discussion of Japanese family life. Although the authors do not openly criticize Japanese family customs, they do not provide sufficient information to convince American students of the value of the custom in the Japanese context. For example, in explaining that older people often live with their married son and his family, the text states, "This is the Japanese way of caring for old people." (p. 50, Volume VI) Although the authors should be commended for including this statement, they do not explain the positive values of this custom sufficiently to enable students to overcome their own American prejudices against the custom. Indeed, the questions listed in the teacher guides probably serve to strengthen the American prejudice against this custom, rather than to show the students the Japanese point of view. One such question is, for example, "If you lived with all your relatives, how would decisions be made? Would anyone have authority to make decisions for others?" (p. 51, Volume VI)

A third example of neglecting to mention the positive aspects of Asia can be found in the discussion of nineteenth-century China. Although the authors stress that India has a "traditional economy" rather than a "mature economy" (as described below), they fail to mention the fact that, according to many scholars, China in the nineteenth century had a "mature economy." Instead, they describe nineteenth century China only in terms of its refusal to trade with the West. "Until almost two hundred years ago China had little contact with Europe. For one thing, China traded very little with other nations." (p. 360, Volume VI)

Another facet of the Western-centered approach is the assumption that Asian countries will and should follow the same road to modernization that the West has followed. Seeing only the Western route, the text fails to mention the problems of modernization on the Western model. For example,

> The leaders of India...knew that if farmers used modern machines, fewer people would be needed to farm the land, and more food could be produced. If factories and other forms of industry were built, different kinds of goods could be made. People would then have the chance to buy such things as radios and kitchen appliances. In this way the use of resources would be more efficient, and the economy would grow...They wanted India to have what economists call a mature economy. (p. 256, Volume VI)

First of all, this view of modernizing India's economy has been outdated for some time. The thrust for modernization today is to establish local agricultural training centers and to use improved agricultural techniques (seeds, fertilizers) rather than to encourage massive industrialization. It was learned some time ago that massive industrialization results in even greater farm income disparity than existed in pre-modern times, for buying tractors and reapers requires a huge amount of capital that only a few individuals in India have. Use of tractors and reapers is also problematic in India because of the small size of most agricultural plots. Secondly, this statement assumes that an important goal of Indian modernization is the Western one: the acquisition of material goods like radios and kitchen appliances. These issues are not discussed at all. Instead, students are led to believe that India will follow the same path of industrialization that the West followed, when actually the conditions in India are very different from those in pre-industrialized Western countries.

A third way in which the authors of *The Social Sciences* exhibit a Western-centered approach is by comparing Asian cultural institutions to an ideal which Western cultures have supposedly attained. For example, the ideal implied in the following passage is equality between the sexes.

> In the past, a Japanese wife was expected to obey the wishes and orders of almost everyone in the household...Although husbands are still the heads of families, wives take a greater part in making decisions than ever before. Husbands, then, are now more likely to respect their wives' wishes. (p. 60, Volume VI)

This passage is misleading in several ways. First, it is untrue that Japanese women obeyed "everyone in the household," for they managed the day-to-day financial affairs, giving their husbands allowances, and they supervised the upbringing of the children. Secondly, this statement is followed by the question, "Is this true in your community?" and is accompanied by two photographs of an American boy washing dishes and an American girl checking the oil of a car. These photographs leave the impression that American attitudes about male/female roles have been universally liberalized, whereas Japanese customs are still lagging behind.

Having noted some of the problems with the Western-centered approach in Volume VI, I cannot neglect to state that in some ways the authors do describe present-day Asian cultures from Asian perspectives. China, India, and Japan are not described as backward static cultures, but as active changing societies, coming to terms with the pressures for modernization. The credit for modernization is not given to Western countries but to the leaders of these countries themselves. This is particularly evident in the treatment of Gandhi. Occasionally, the sentiments of these leaders are even quoted. Three statements of Mao Tse-tung are quoted for example (p. 368, Volume VI). In fact, the treatment of the post-revolutionary Chinese government and commune life is not flawed with Western biases.

The second major problems with the Asian content in The Social Sciences involved factual inaccuracies of two kinds: 1) descriptions which are outdated and 2) oversimplifications and omission of important facts.

The description of Japanese culture is outdated in its emphasis on rural life. The Japanese boy chosen to represent contemporary Japan as a quaint, very tradition-bound culture which is just very recently beginning to urbanize. The outdated approach to Indian development problems has already been mentioned. Since The Social Sciences was published in 1975, the section on modern China is already out-of-date, due to the rapid rate of change in China. Although obviously I cannot fault the authors for this outdated material, I mention it only to alert teachers to the problem.

The most egregious example of oversimplification is the discussion of caste in India. Although admittedly the caste system is extremely complex, the concepts of jati and varna could probably be explained in a sixth grade text.

Identifying the four main "castes" as Brahmans, soldiers, merchants and farmers is inaccurate, for these are varnas, not castes. Furthermore, caste cannot be defined solely by the occupation of its members for people of all castes have always participated in most agricultural pursuits. The authors also oversimplify the caste system on an historical dimension: "Caste institutions are followed as they have been for thousands of years." (p. 214, Volume VI) Actually, the caste system has changed considerably through history (especially in the last one hundred years), and it continues to adapt in the face of modern pressures.

Important aspects of Chinese history are also oversimplified or omitted entirely. For example, in discussing "The Mandate of Heaven" and the Chinese empire, the authors stress the corruption, poverty, wars and heavy taxation, while completely neglecting to mention the high artistic, intellectual, political, and religious achievements of the Chinese empire. Consequently, not only will the students have an inaccurate picture of China, but also they will not have nearly enough information to do an activity designed "to dramatize the political philosophy of "order" in pre-revolutionary China." (p. 361, Volume VI) The problem of oversimplification continues in the discussion of the Chinese government during this period:

> The people who advised the emperor were all rich landowners. These landowners were the only educated people in China. The rest of the Chinese people had little or no education and no say in the government. (p. 360, Volume VI)

This passage completely omits a very important aspect of China during this period: The government consisted of extremely well-educated scholars, and although some of these scholars were rich landowners, by no means, were they all. Furthermore, it was untrue that by virtue of being a rich landowner, one could advise the emperor.

Oversimplification is a problem in the discussion of modern China also: "The Communists forced the landowners to give up their land. Many were put to death or forced to leave the country." (p. 364, Volume VI) Although many landlords died as a result of the civil war, they were not executed by the government as this statement implies, but were killed by leagues of peasants unofficially formed to attack landowners. The discussion of the Chinese economy also omits important facts: "The goals of the "Great Leap Forward," like the goals of the first Five-Year-Plan, were never reached." (p. 365, Volume VI) In fact, many of the goals of the first Five-Year-Plan were reached, and although the production goals of the Great-Leap-Forward were not met, the latter did establish certain important social goals which have persisted.

The third major problem with the Asian content in The Social Sciences is the lack of it. With two-thirds of the world's population residing in Asia, only two of the six volumes treat Asia in any depth at all. (Asia is mentioned about a dozen times in the other four volumes.) Secondly, all of the discussion of Asia centers on India, China, and Japan, almost totally neglecting Southeast Asia (and Korea is not mentioned at all). This is especially unfortunate since Southeast Asia has been in the news for so long, due to the United States involvement in Vietnam. Not only is the Vietnam War avoided, but other sore points of American involvement in Asia are also not mentioned: the Asian theater of World War II, the Korean War, and the American presence in the Philippines. Just as embarrassing moments in American history vis-a-vis Asia are left out, so are Asian achievements in the arts, music, theater, and literature. Although the authors stress the negative aspects of traditional rural life in India, for example, they do not mention the great classical artistic traditions practiced there.

Along with the general lack of information on Asia in this series is the absense of source materials on the Asian countries which are mentioned. The teacher is provided neither with supplementary explanations of the student readings nor with a bibliography of books and films with which to obtain additional information. Occasionally, student activities are suggested which require source materials which are not provided. For example, to teach Japanese origami, the teacher is merely told to"work out an easy folding pattern...and teach it to the children." (p. 197, Volume II) Such an exercise would not teach the students anything about Japanese paper folding, a unique art. Furthermore, there are numerous books on origami for children published in this country.

In sum, the most outstanding feature of The Social Sciences is the framework of concepts and values within which Asian cultures are presented. This framework encourages students to look at universal problems and then to examine how different societies around the world have solved these problems. Volume II does an excellent job of showing students that other cultures have different customs which are as reasonable as their own American customs. Students are encouraged to evaluate a cultural tradition within its own context before comparing it to a tradition within American culture.

Perhaps the major fault of The Social Sciences is the paucity of materials on Asia. With such a large percentage of the world's population residing in Asia, it is disappointing that only two of the six volumes treat Asia in any depth. However, when Asia is mentioned it is treated in some detail, and mostly, it is treated fairly, although the quality is very uneven. Volume II is excellent. The humanistic Asian-centered approach in the student text gives students the impression of really knowing two Asian children, while at the same time the teacher's guide suggests affective activities to promote a deeper understanding of other cultures. However, Volume VI suffers from some Western biases, though they are seldom blatant. Descriptions of Asian cultures in Volume VI are frequently outdated, oversimplified and misleading, and they rarely reflect modern scholarship. Customs are often not explained in sufficient detail for students to see their value within the Asian context. Indeed, many of the exercises suggested in the teachers guide are impossible to do without more information. Unlike Volume II, the Asian individuals introduced in Volume VI are stereotypes, and the ethnic diversity of Asian countries is not mentioned. Despite these inaccuracies and Western biases, the authors of The Social Sciences do manage to create an impression of a vibrant and changing Asia, whose leaders are actively and intelligently seeking solutions to the problems in their societies. That accomplishment is a very bright light in an otherwise seriously flawed picture of Asia.

Reviewer #5

The Holt Databank System
Holt/Rinehart/Winston

The Holt Databank Series presents the reader with a mixed offering. Fortunately, some of its strongest features are clearly apparent in the texts presented to children. The format is immediately interesting and this is consistently true of the whole series. I did feel, however, that the editors could have safely included longer textual passages at the fifth and sixth levels. The photographs and illustrations are remarkably good. They were obviously carefully chosen and rarely make implicit value statements; the section on the Green Revolution in India being a notable exception. The photographs portrayed an interesting combination of people, activities, and scenes selected to give accurate information about an area and to spark children's interest in the people being studied. I especially liked the absence of captions which seems to encourage the reader to more closely examine and interpret photographs. Many texts were additionally enhanced by the inclusion of art work from the culture being studied. Paintings and prints were often used to illustrate discussions. Unfortunately the editors were sometimes seriously in error in their choice of prints. For example, in the section on Japan before the steam engine, the prints on pages 74, 75, and 77 are said to illustrate peasant women at home while they actually depict courtesans. Another example is the artist's rendering of Hwui Shan's voyage which is done in Japanese style not Chinese. One last example is found in the filmstrip accompanying the pre-modern Japan section which shows artist's prints said to depict the countryside that are actually urban scenes and others that are from the wrong historical period.

In general the Databank materials accompanying the texts were well put together and accurate, especially the one on modern Japan. The materials often include local music and native speakers. I felt the series of slides on Shang bronzes designed for the sixth level was too advanced and frankly boring. The Shang bronzes are of course impressive but they do not illustrate technological development in China in a way that will interest sixth graders.

Aside from such inaccuracies as: "Many children are born in villages like Golpalpur but, because there is disease and lack of medical care few live beyond the ages of three to four months," and a serious misrepresentation of the failure of the Green Revolution*, my main reservation concerning the children's texts was the use of case studies. Some, like the story of the Kodama family in modern Japan, were well done and accurate. Others reflected mainly the, I assume, Western writer's perception of the situation. The worst example of this was the story of Sachin, the untouchable. This young man escapes from the confines of untouchability to the university where he is surprised by the rebuff of his Brahmin classmates when they discover his status. Fortunately he does well in school and proceeds to take a good job as a high ranking engineer where no one inquires about his caste status. After casual dating in the city, he returns home to ask his father's help in finding a bride. Despite his elegant suit the villagers still treat him as an untouchable. It is difficult to believe that people in Sachin's office were not curious about his caste attitudes. This story says more about the American belief in the power of education and individual initiative than the problems of the caste system.

---

*This is unfortunate because the case of the Green Revolution provides an excellent example of the problems involved in modernization.

My most serious problems with the series lie in the teacher's guides which explicitly reflect the conceptual organization of the series. The authors and editors emphasize their determination to instill concepts rather than facts in the students. Simply stated, their contention is that facts change, concepts don't. To realize this aim the texts have been divided into what I would call human geography for levels one and two; geography and economics for level three, anthropology and sociology for level four, history and political science for level five, and economics and anthropology for level six. Many of the basic conepts involved in these disciplines are successfully introduced in the texts. Often this has been achieved, however, at the expense of the content. Thus the teacher is encouraged to lead discussions of the Indian village not in terms of itself but rather through a comparison to the Ibo village. This pattern is seen throughout the series. Possibly if the individual units and/or the supplementary material given to the teacher were more thorough this approach might be fruitful. As I read it now, and as I think the authors intended it, the student will learn something about cultural relativism, anthropological, sociological, economic and historical methodology with little real understanding of the individual cultures studied.

The focus on methodology as opposed to content in some cases leads to distortions. For instance, the Naga, a hill tribe located on the Burma-India border was chosen to discuss the reliability of sources in social science. In picking a headhunting tribe which has not been thoroughly studied since the 1930's the authors presented a view of hill tribes which is both seriously out-of-date and inaccurate. Throughout the section they focused mainly on the exotic aspects of its religious and social meanings.

Another problematic feature of the teachers' guides are the values clarification exercises. The authors say that they wish to make their values explicit and to encourage students to continually examine their own values. While this is an admirable aspiration, I am afraid it results in the diminution of the culture being studied. Students are continually asked to compare a situation in one culture to their own responses. Consequently, the student comes to understand himself or herself better but not the culture in question.

Although I would not call this approach a Western centered approach, its focus on methodology and American values clarification makes it a non-Asian centered approach.

In conclusion I shall briefly review the coverage given to different Asian cultures. Southeast Asia was barely mentioned. Only the Naga and the people of a Borneo rainforest were discussed. This seriously underrepresents the complex and sophisticated cultures of Southeast Asia.

The treatment of China is not so much inadequate as barely present. Apart from a few very brief sections on China's early history hardly any aspect of China is treated at all.

The longer sections on India featured discussions of caste as well as the contrast between modern and traditional which seems to mark most discussions of India. The account of the caste system was accurate as far as it went but no positive aspects of the system were ever mentioned and the implication was clear that caste stands in the way of modernization. The focus on caste and modernization left out, with the exception of one filmstrip on art, the great contributions of the highly developed and sophisticated Indian civilization.

The treatment of Japan was qualitatively uneven. The sections concerning modern Japan posed the value conflicts involved in modernization fairly. The material on pre-industrial Japan was greatly oversimplified; e.g., the development of shipping, the railroads and trucking was attributed to the mechanization of the silk industry.

In sum, it seems to me that in many parts of this series Asian material is used primarily to illustrate and exemplify a set of concepts and this repeatedly leads to rather serious distortions. (Even so, much of India simply exemplifies the notion of tradition, while much of Japan is turned into an illustration of the concept of successful modernization. The picture of these cultures becomes flat in the process.) Very large and important aspects of Asian cultures are almost wholely omitted (the most serious example of this being China) and one has the feeling these cultures are slighted because they do not lend themselves to the illustrations of the concepts which the authors selected. There is very little question that these texts could have been greatly improved if some experts in the field had been consulted (the material on the village in India is a notable exception). The strongest thing one could say for the texts is that they are "value-free". Their most serious flaws, in my view, are that they attempt to teach concepts rather than other cultures, and the material on the other cultures, at least in considerable part, is more over-simplified than one would hope.

Reviewer #5

Windows on Our World
Houghton/Mifflin

Windows on Our World is definitely a step in the right direction toward providing a global approach to social studies education at the elementary level. But it is not perfect by any means. This series selects an interdisciplinary thematic approach aimed at "helping children develop an understanding of who they are" as individuals, as members of groups, as human beings, and as inhabitants of earth. Indeed, Windows on Our World does a fairly good job at getting across to children the notion of global interdependence as spelled out in the Michigan Department of Education "Guidelines for Global Education."

The organization structure of the series offers both strengths and weaknesses. Cognitive understandings, skills in dealing with information, and values are interwoven throughout each level as concepts are developed. Asia fits into this pattern providing a context for a given concept, as opposed to being treated in isolated area studies sections. The positive results of this approach lies in its impact in conveying the commonality of the Asian human experience with the rest of the world at every grade level. A main drawback arises, however, in the potential for superficiality in scattering Asian examples throughout six volumes with no attempt to build a cohesive picture of Asian cultural and historic traditions. I am encouraged that Houghton/Mifflin has attempted to use so many Asian examples. Yet I am also disheartened by the consistent factual inaccuracy, lack of concrete information for students about contemporary indigenous Asian lifestyles, and overall inability to deal with important issues in Asian politics, society and economics.

I will proceed to assess Asian coverage in Windows on Our World in four areas: underlying assumptions and approaches to Asian material; scope and accuracy of content information for four main regions and countries in Asian Studies (China, Japan, South Asia and Southeast Asia); format and illustrations; and adequacy of teacher materials.

Attention should be paid to the assumptions underlying the selection and presentation of Asian material in these texts. Pre-occupation with change and technological advancement is employed as a major framework for discussion of contemporary Asian life. By the sixth grade this gets spelled out in a three-part continuum from "pre-industrial" to "industrializing" to "highly industrailized." South Asia, Southeast Asia, and China are lumped in the "pre-industrial" category with most references to these regions centering on the lack of machines. Indians guide plows which haven't changed for centuries (The United States, p.94); Filipinos carry goods on shoulder poles (The Way People Live, T181); Chinese use hand hoes (Planet Earth, T341). Only passing reference is made to the modern sectors of these Asian regions, and no information is provided for the teacher to give a sense of this other aspect of these countries. Boys in a science museum (Planet Earth, T112; not identified as China) or a factory in India (The Way People Live, T336) hint at a more modern urban existence, which otherwise only comes up when students locate capital cities on maps. The authors accentuate Asian problems, such as food scarcity in India, yet do not attempt to counterbalance them with strengths. Japan provides the example of modern Asia. Yet the discussion focuses on problems of population density in Tokyo (The Way People Live, T465-8) and industrial water pollution in Minimata (Planet Earth, T205-6). These are both valid points, but no mention is made, for instance, of Tokyo as a vibrant cosmopolitan capital, center of finance, fashion and culture, nor of the life of the average person. The decentralization notion, popularized by the now discredited former Prime Minister Tanaka, is no longer in vogue. Seeking after higher levels of technology is presented as the course for Asia to follow. No mention of the difficulties countries have in achieving industrialization, or of the inappropriateness of some western technology to Asian settings (like large, expensive American tractors in small rice paddies), or of the impact of multination corporations on the economies and social fabric of Asian countries. There are important issues here which Windows on Our World has ignored, despite abundant scholarly writing in these areas. On the whole, students gain little appreciation of the richness of Asian life in terms of the continuity of traditions alongside modernity, or more importantly, of how technology in Asian countries is woven into the economic, social, cultural, and political fabric of life.

Eurocentric Western bias also undercuts the treatment of Asia. Asian history plays a very minor role in the texts, and where it does come up, Asia may serve as the stage for western history. This is apparent in the treatment of the Spanish-American War. Students are asked to imagine how a Filipino might have felt in response to U.S. colonialism without the aid of any Asian source material. Teachers are not given instructions on how to develop a discussion around this issue, or where to look for additional resources on the Philippine perspective on this event. The problem of omission becomes clear when not a word is written about U.S. involvement in Indochina in the 60's and 70's. Although the Spanish-American War lasted only ten weeks, according to the authors, it was felt to be of greater relevance than the Indochina conflict where American presence lasted from 1961 to 1975, and conservative estimates of cost run to 1.3 million Vietnamese and 56,000 Americans dead (not to mention

Laotians, Cambodians, and others) and $141 billion spent. The social and political repercussions of this conflict in Indochina, as well as in the U.S., are vital to student understandings of global interdependence between Asia and the U.S. Indochinese refugees make up a fast growing segment of the Asian American population and are well-represented in the state of Michigan. It would be possible to compensate for omissions of this sort, however, using the Activity Cards which touch on history and politics (number 23, 54, 56, 59, 97, and 110) to focus on such significant Asian events.

A second aspect of a Eurocentric Western bias derives from the selection of Asian content and superficiality in what has been provided to students and teachers. It is unlikely that Asian scholars were consulted in the preparation of segments on Asia. Much of it does not represent current scholarly thinking, nor is there particular depth of coverage of Asian people's lives or customs. The reading on Chan in Laos (*The Way People Live*, T448) even seems contrived. Rather, bits of information are sprinkled throughout in statistical comparisons and isolated examples of human behavior. Students may learn that Japanse marry, or that housing and dress can be related to climatic zone, or that children play instruments or games, or that chopsticks are for eating (though not necessarily made of wood). But they are not aided in understanding the cultural significance of these facts. The teacher's materials do not include background information sufficient to draw together these bits of information, or even cross references to aid teachers in relating cultural phenomena from the same country.

Further, there is a tendency to select rather exotic aspects of Asian life--tattooing in Burma or the case study about the mahout of India--or lifestyles of primitive societies like New Guinea. I feel it is imperative to hold up the same standard of broad applicability to examples from Asian life which is implied in the selection of material on American life. Exotic slices of life may be eye-catching for students, but they do not afford a very useful sense of what are the most common experiences for Asians generally. For instance, as a rite of passage in Burma the practice of shaving the head of a youth before entering a Buddhist monastery is both widespread and reveals much more of contemporary social life and belief systems than tattooing. Buddhism is also a major religious tradition in Asia. To be fair, the segment on New Guinea (The Way People Live, T188-93) offers an innovative means of teaching students how to infer cultural practices. But in-depth information on village India or a case study from one of the more populous Southeast Asian countries (Indonesia, Malaysia, Thailand, Philippines) would be more characteristic of those regions. Teachers must be careful not to give students an impression of rural Asian life as being exotic, primitive, or less rational than our own way of life. In using the Houghton/Mifflin materials, this may entail providing supplementary information to give students a sense of empathy and further understanding of the integrity of Asian lifestyles.

A few words should be said about the scope of Asian coverage in Windows on Our World. As mentioned earlier, references to the various countries of Asia are scattered throughout all six volumes. Further, the authors did not attempt to organize the material so that students finally get a representative and comprehensive picture of particular Asian countries. While it is helpful to make a point of cultural and geographic diversity in Asia, students should also gain understandings of Asian history, culture, literary and artistic achievements, and everyday life. On the other hand, the series is to be commended for bringing out many instances of interdependence between Asia and the rest of the world in the areas of resource production and consumption, international organizations, trade, population migrations, and languages.

A common division of the countries of Asia by area studies at the university level recognizes four major divisions: People's Republic of China, Japan, South Asia (Afghanistan to Nepal) and Southeast Asia (Burma to Vietnam, Malaysia to Indonesia, the Philippines). Teachers would be well advised to supplement the materials presented in the Houghton/Mifflin series for selected countries within these divisions. A teacher's interest, presence of a child of Asian ethnic origin, population or political significance may guide this choice. The countries which have the greatest wealth of teaching materials at the elementary level are the People's Republic of China, Japan, and India. There is equal availability of materials on the following Southeast Asian countries: Thailand, Malaysia, Philippines, and Indonesia. It is difficult to find accurate and up-to-date materials on Burma or Vietnam.

Windows on Our World give varying degrees of attention to each of the four major areas of Asian Studies. But, in general, all suffer from a lack of depth of content and analysis.

The series does not deal at all with the current social, political, economic or artistic reality of the People's Republic of China. It sticks to China's early civilization, myths, proverbs, bits of later history relevant to the West (Marco Polo and western imperialist powers in China in the late 1800's), and modern day language reform.

The picture of Japan presented in the lower elementary texts includes some information on customs, housing, holidays, family life. These facets of Japanese life, however, are not explained in detail for the teacher. In the upper grades, Japan comes across as a highly industrialized country with a congested urban capital, with pollution problems and as a foe turned friend. The map work on Japan in The Way People Live is very good.

South Asia receives scant attention in the lower grades. One of the few references (The World Around Us, T59) incorrectly states that pajamas worn by schoolboys are uniforms; these pants are daily wear for lower income Indians and even leisure wear for the middle class depending on the region of the country. Texts for grades four through six present South Asia as a machineless region with problems of food scarcity and flooding. In trying to get across the notion of global interdependence regarding a pump made in Columbus, Ohio sent to Bangladesh, students are asked to infer how many families depend on the pump (The United States, p. 175). Counting pots in a photo is a grossly misleading tactic to explore village organization. Much of the content for South and Southeast Asia is devoted to myths and religious philosophy. Unfortunately, these sections are often oversimplified and inaccurate, nor are they used at all in reference to how such traditions come alive in people's daily lives. Teachers would be well advised to consult reference works to supplement what is written about the major Asian religions. Illustrating the common need to learn, there is a rather extraordinary story of a tribal youth who is an elephant handler (mahout) who goes to school to become a forest ranger. This uncommon example of South Asian life is further marred by its ethnocentric staging involving the presence of an American writer.

Southeast Asia repeats the same story as South Asia for coverage in the lower grades--very scanty. Until the sixth grade level, pictures from Southeast Asia frequently remain unidentified. The Way People Live selects a smattering of countries--Philippines, Laos, Malaysia, Burma, New Guinea--but makes no attempt to convey cultural and geographic similarities and differences with which contemporary scholarship on Southeast Asia describes this region. The modern sector and cities remain largely ignored, as with China and South Asia.

One of the greatest strengths of Windows on Our World is its pleasing format and illustrations. The photographs of Asian topics are quite good and the content humanistic. The maps and charts are generally up-to-date, and the geography skill building on Asia seems quite strong. The series is somewhat weaker in terms of its inclusion of Asian art. Good pronunciation guides are provided to students for names of Asian people and places. Returning to photographic elements, the captions (when given) relate well to the pictures. A recurrent problem exists that the Asian country of origin is not identified for the teacher, nor explanatory information provided to insure adequate class discussion. Thus, teachers are left ignorant of what customs are followed and what is eaten at a Japanese meal (Things We Do, T146), or how the water source fits into the fabric of South Asian village life (The United States, p. 175). Drawings illustrating Asian content are much less successful than the photographs. A Japanese family shown squatting on a patterned floor wearing shoes and clothes of nondescript origin (Who Are We, T297) shows far too much artistic license. Similarly, illustrations accompanying the student text on Surya (Planet Earth, T308) and Brahma (The Way People Live, T208-9) present incorrect iconography and poor captions. Again on the positive side, sixteen out of one-hundred-and-sixty Activity Cards lend themselves to the study of Asia, strengthening understandings and skills particularly in geography, political science, economics, and history. The formats of the cards are alluring, and the projects proposed would lead students into profitable avenues of exploration of Asian countries.

The guides for teachers primarily aid them to help students master what is presented in the student materials, and not much more. Because there is a consistent problem in Windows on Our World with shallowness of content on Asia, it is unfortunate that the teacher's materials are not richer. Most of the recommended books for students deal with Japan or Japanese Americans, neglecting the other Asian regions. Very little is recommended in the way of audio-visual materials on Asia. Teachers are pretty much left to their own devices in working with content for the Activity Cards. There are a host of problems with many books written on Asia for young people. It is not too much to assume that even library materials used by students in conjunction with their social studies projects would be of questionable utility in providing students with an accurate, empathetic, Asia-centered understanding. Given this problem, teachers may wish to work with students and resource librarians in developing their awareness of some of the issues raised in this review, which may also characterize supplementary written and audio-visual materials.

In conclusion, Windows on Our World rates highly in achieving its affective and skill objectives, but in the area of cognitive understandings of Asia, it is hampered by mixed quality in the factual information on Asia. The series rarely reflects current scholarship on Asia, and its content is marred by inadequate data, conceptualization, and interpretation of Asian ways of life. Students may be led down the wrong path in inferring, hypothesizing, imagining based on the materials presented in the student text, and teachers have insufficient information on Asian culture to guide them in correctly processing information. I would fault the author for not exercising better organizational control of Asian content. I do not object necessarily to using various world regions to demonstrate points in the development of a conceptual framework. Indeed the conceptual framework of Windows on Our World seems adequate, Asian content aside. However, care should have been taken to integrate Asian content so as to provide 1) a more comprehensive understanding of the cultural and geographic diversity of Asia, as well as the regional characteristics within the Asian sphere, 2) a more modest selection of countries to be explored in depth whose customs are generalized to an entire Asian region, 3) an Asia-centered perspective which reflects a more complete picture of Asian life across all the social studies disciplines. As it stands, Windows on Our World gives students the tools needed to approach another culture openmindedly and inquisitively, but teachers must bear in mind certain shortcomings in its Asian content in order to use this series effectively.

Reviewer #6

The Need to Revise North American Images of the Middle East in Text Books

Scholars of the Middle East have long recognized that school textbooks have neglected and often over simplified information relating to Middle Eastern culture, history and politics. At times it has been distorted. The need for accurate, objective and non-stereotypic information about this area of the world upon which the U.S. depends so greatly for its energy hardly needs to be justified. Everyday we find articles in the paper dealing with Palestine and Israel, Oil, the war in Lebanon and so forth. Yet from most of the readings, few teachers could help students understand the complexity of the area and the nature of the relations between our country and the Middle East. Of the publications that were reviewed in this series, only one, Allyn-Bacon, Learner Verified, has made any attempt to treat the area in any depth, and that book has the serious omission of any discussion of colonial history, and thus seriously undermines an understanding of today's problems.

The major misunderstandings and shortcomings can be summarized under the following topics: 1) a lack of knowledge of Western colonial domination in the past and present interests and control by the West today, 2) the variety of peoples in the area is still not accurately presented, although the Allyn-Bacon book, Lands of the Middle East, has done a good job trying to rectify the image of the Arab as a nomad. In the latter book however, one does not get the feeling of a class structured society with cementing networks. The upper class is minimized, cities are played down, yet their relation to villagers, nomads and others are so crucial. Also, in this line, the numerous minorities whether linguistic or religious are not discussed, yet as we have seen in Lebanon, these units are crucial units in some areas and are often galvanized into political as well as social and economic action. 3) Geography is usually correct and accurate. However, one problem for geographers and hence for students is a satisfactory definition of the boundaries of "The Middle East". Some texts include Egypt and not Libya, the latter being very much a part of the Middle East. The Allyn-Bacon books have omitted the North African countries, Morocco, Algeria, Tunisia and Libya from discussion in both the books on Africa and the Middle East. These countries are on the African continent but are Arabic in culture, thus the distinction should be made and discussed. 4) There has been a misunderstanding and antipathy toward Islam. I found that this is an area that has shown improvement in many of the texts reviewed here. I would add, however, that it is slighted in some and the fact of its continuity with Judaism and Christianity is neglected. One still feels a lack of humanity in the religion as expressed by the writers. Previous hostile statements are not made anymore but the religion still appears as "curious" in many statements. If authors do not understand certain behavior, it is better to omit it. 5) The position of women is not discussed realistically. 6) Many of the texts imply the "backwardness" of the Middle East countries can be resolved by wholesale Westernization and improved technology. This is done through coverage of countries considered "friendly" to the US, glorifying their leaders, omitting discussion of "unfriendly" countries, lack of discussion of various attempts by countries to improve their own conditions through land reform irrigation projects, etc. This is done against a background which has not discussed why many of the countries have been

185

poor, such as England's exploitation of Egypt's cotton resources through political, economic and military measures. Thus, there is little connection made between technology and socio-economic systems. In addition the poorer countries seem to be measured against Israel. One book, Lands of the Middle East, entitles its chapter on Israel as "Israel: A Western Nation in an Arab World". It then does not explain the nature of the Western linkage through extensive economic, military and technological support, nor the fact that the vast majority of the population of Israel is not from Western countries, but from Arab countries.* 6) There is almost a complete oversight of the Palestinian presence or view in all books. Thus, one of the crucial elements in the events of the Middle East, the 3 million stateless Palestinians, many of whom are in refugee camps, and who represent one important catalyst for social change in the area, are not present in the discussions. This hardly seems accidental. 7) A sensible discussion of the Ottoman Empire which governed the Middle East for 500 years before Europe should be included.

Besides the obvious need for understanding the Middle East on a national and intellectual level, we here in Michigan have the additional fact that we have one of the largest Arab-American communities in the United States. The Detroit area itself has over 120,000 persons from cultures of the Arabic speaking countries. In 1976, one third of all the non-English speaking children in the Detroit Public Schools spoke Arabic, thus reflecting the recent immigrants into this area. The Arab community has had a continuous migration to this area, in large part because of the strife in the Middle East, thus there is a need for students to understand this minority. Other vocal minorities have been finally included in texts, but most Arab students will find little to help them feel included. More is needed in the way of describing the achievements of some of the past Arab Empires, such as the Umayyid and Abbassid Empires. Also since most Arab-Americans are Christian, it surprises them that some books equate Arabs with Islam. A realistic discussion of the various minorities, religious and linguistic, is needed. Thus, the Chaldeans from Iraq, the Coptic Egyptians, the Druzes, Maronites, Shia and other groups which make up our Michigan residents will be better understood. Also, of course, the Palestinians find little or no mention of them, their history in Palestine and their views today. Thus, all sides should be fairly and objectively presented, for the benefit of our numerous Middle Eastern students as well as other students who need to learn about this area to which America is so completely interdependently related.

---

*The upper classes are from Europe while the lower are from Arab countries. Also the third class nature of the Arabs in Israel is not mentioned.

Most of the comments and critisms above have been made in reference to the majority of the Middle Eastern population, that is the Arab population. However, the general comments on lack of historical perspective in relation to the emergence of Western colonialism, the nature of reforms, the discussion of minorities, of class and the various Western biases can be said about the other countries included in the area, Turkey and Iran. Since they are considered "friendly" countries, some of the discussions are presented more favorably, but basic questions remain unanalyzed.

Generally, there have been attempts by some publishers to include more information on the Middle East. However, they can be improved by involving Middle Eastern experts and scholars more actively in the writing of these sections. By this I also mean asking Middle Easterners to write and/or read certain sections. Also the bibliographies for teachers should include books written by Middle Eastern persons in English, and by Middle East Information Reports, etc. These are available in this country. The bibliographies should be upgraded and updated.

Thus, it seems that while most of the books have become more sensitive to the discussions and inclusions of material on U.S. minorities, there is still room for improvement in the objectivity and inclusiveness of ideas on global education.

Reviewer #6

Concepts and Inquiry
Allyn and Bacon

General Comments:

The books are very attractive, easy to use and well produced. The charts and pictures are good and generally try to be representative, although in the Middle East they are scant on showing life of the upper classes and thus while dwelling on rural peoples, give ideas of backwardness and not a total picture. This is particularly true when the Arab countries are placed beside Israel. Thus a picture of an Arab, Turkish or Iranian university scene would also be welcome, since there is one of Hebrew University, etc.

Most material is clear and concise. The books cover many topics which might be left out of other books, topics which might be considered controversial. This is true of their books in general, however, in the book Lands of the Middle East, there are some serious omissions which I shall discuss in more detail below. The teacher aids are valuable and easy to use. They give concrete examples and added information plus questions and ideas to explore. Often, however the questions asked of the students, such as how to stop the population explosion in Egypt, have not been sufficiently discussed in the text for the student to answer. Many questions are complex and the answers or background not there. In the area of the Middle East, this has to do with a lack of any discussion on colonial history, and other problems discussed below.

The books show the geographical diversity of people and lands. The use of letter writing by local youngsters, the human interest of the village, kibbutzim and bedouin life is brought out well. Students would become interested in further exploring the areas. The books are alive. There is some problem in continuity For example, Medieval Civilization discusses Arab culture and the rise of Islam, but contains no mention of the Ottoman Empire which ruled the Arab lands for 500 years, nor is there mention of European Colonialism and the relation of Western colonialism to the Ottoman Empire. The *Age of Western Expansion* also omits the economics of colonialism, thus we are brought to the contemporary period without the important history that preceded and laid the background for today's organization. Also, there is a problem of definitions of culture and geography by which the countries of North Africa are omitted from both the books on Africa and the Middle East.

The books are biased toward Western capitalist approaches of development, and omit some of the most basic principles of capitalism such as the need for new markets. There is little discussion of dominance and dependency in the area of trade with the Third World countries and the military sales that accompany trade relations. There is no discussion of the economic backing of Israel by the U.S. There is no discussion of economic classes in the Middle East, thus we cannot begin to understand the recent Lebanese Civil War, the conflicts between European and Eastern Jews in Israel, etc. Many of the religious conflicts such as between some of the Maronite Christians and the various Muslims, the poor, other Christians and the Palestinians in Lebanon result from the divide and rule policies of the French in the colonial past and competing outside powers in the area today. The history of the Palestine/Israeli controversy can only be understood within this historical perspective.

Other Specific Comments Regarding the Middle East

1. There are a number of places where the Middle East should be included. In *The Interaction of Cultures*, Western Imperialism and the dominance of western culture is discussed for China, Africa and India, but not the Middle East. In *The Age of Western Expansion*, the Ottoman Empire is omitted, and

the economics of imperialism is not well discussed. The same for Medieval Civilizations. The book, Economy and Society, omits any discussion of external markets and many of the basics of capitalist expansion. In The American Adventure, Volume 2, there is no discussion of the Middle East until chapter 4 (the period 1953-1961), yet the U.S. was dependent economically on Middle Eastern oil from World War II on, and no mention is made of the creation of the Israeli state (1948), thus there can be no understanding of following discussions such as on page C-162 or the Yom Kippur War, called the Ramadan War by the Arabs. There are 2 pages (C 218-220) on the Middle East oil crisis in the section of current events. Thus the book is outdated and does not give adequate coverage to events crucial to U.S. history. The map on p. B160 is also inaccurate. It does not show that Iraq, Egypt and some Persian Gulf areas were under British colonial rule.

In the book Agriculture: People and the Land, it seems that it should be mentioned that agriculture began in the Middle East. In the book on Prejudice and Discrimination there should be mention of Arab-Americans. Although they are not a large group, perhaps 2-3 millions, they should be mentioned, particularly since they are increasing as recent immigrants at a very high rate. One third of Detroit's non-English speaking students in 1976 were Arabic speakers. Also they feel numerous discriminations. In Four World Views, there is a very interesting and useful text which includes Confucian, Buddist, Hebrew and Greek ideas or philosophies. In relation to the Middle East, it seems important to point out that many Jewish people in the world are not Zionists, and any necessary connection between Judaism as a religion and the political state of Israel should be avoided, or at least the distinction should be made. Also since Muslims and Hindus constitute such large populations in the world, representation of their religious philosophies would also be beneficial.

2. Countries which are deemed "friendly" to the U.S. get more space than others. Why important countries such as Syria and Iraq are not even included is suspect, since they are so central to Middle East history and political events. (This is in the book Lands of the Middle East). Is it because they are "unfriendly"? Are they? History changes quickly in that area. In all the books except the Lands of the Middle East, the Israeli-Arab conflict is not clearly presented. In this latter book, there is some attempt to portray each side, but there is no Palestinian view discussed. In the teachers guide p.99, there is the repetition of the old cliche that the Palestinians "fled" their lands. The basic alliance of Zionism and British colonialism and U.S. backing is not presented.

Recent events are also slanted toward U.S. interests. Local systems are not related to international systems economically, only in a political way. This is true also of the sections on villages, bedouins, kibbutzim as well as state economies. There is no serious discussion of local attempts at land reform and the realities of the oil situation, of the increasing economic stratification, inflation and other problems in the Middle East. Under the section on Lebanon little can be understood of its organization. There is no class history, no mention of French protectionism for the Maronites is discussed, and the state is portrayed as a Switzerland of the Middle East. It is obviously uninformed in light of recent events. Perhaps more than 3 1/2 pages could be given to that important country. Why should it receive 3 1/2 pages, and Israel 15 pages? They are approximately the same in size and population.

With the exception of Nasser, all the profiles of leaders are U.S. allies. Ben Gurion, and Golda Meir, the Shah of Iran and King of Arabia. There are other important leaders.

3. There seems to be a lack of any sense of the real role of women and the family. The book, Lands of the Middle East, has gone a long way to dispelling some stereotypes, as have the other books, but more emphasis can be put on some of the accomplishments and realities of life there. Are native consultants used?
4. The bibliography for teachers is quite average. There is no mention of books available in English written by Arab authors and published by such organizations as The Association of Arab American University Graduates, The Middle East Information Reports. These latter two are some of the best and most up-to-date materials on the area today.
5. Generally, these texts have gone the furthest toward trying to become involved with the culture and problems of an area, and they give attention to items not previously discussed. Thus, they can be supported but need improving in relation to the above mentioned criticisms and involvement of Middle Eastern scholars themselves in either the writing or consulting would help.

More criticism, both positive and negative, has been given to these texts because they have gone in more depth on the Middle East. The area approach should be encouraged and improved. The teacher's guides include a great deal of background information; nevertheless, more is needed.

Reviewer #6

The Social Sciences: Concepts and Values
Harcourt, Brace and Jovanovich

The concepts presented for the young grades are well executed and show differences and commonalities among different cultures. However, I do think that at this young age, there should be more emphasis upon a total culture, not just using examples in an isolated form. That is, more pictures of all the patterns of life, rural, urban, rich and poor in a country would help to dismiss the stereotyping at a young age. For example, the page of pictures on Mexico in the orangebook (page 279) is very useful in giving a student an overall view. This could be done using examples of different types of families in the same Third World society. It is usually done for different groups in our country, but we are still getting some stereotyping on other countries at the lower levels.

In the upper levels, I am very impressed with the coverage of various economic and political systems, thus showing capitalist, communist and other in-between systems. However, again, there is no discussion of the effects of Western colonialism and current market systems on the Third World. Or in the section on China, there is no discussion of the effect of British colonialism and its relationship to the rise of communism in that country. (refer to brown 6th level book) This becomes even more apparent in the discussion of India. Here no mention is made of the nature of British control. The statement that after independence, India is in control of its own economy is certainly misleading since it, like more Third World countries, is heavily in debt and has strong controls on its economy by outside powers. The discussion emphasizes that efficiency and technology are the total answer to India's poverty problems. Again the correlation of technology and socio-economic systems is not addressed fairly. This is a pro-Western bias.

In relation to the area of the Middle East, there is only one country considered, Iran. This is unfortunate for it certainly omits discussion of the countries in the news today, the Arab countries and Israel. It also omits any serious understanding of Islam or Judaism. In the discussion of Iran, there is a lack of accuracy through the omission of important factors, such as the point that the "Dictatorship from the Top" as it is termed in the book, is heavily dependent upon outside Western aid, particularly in the military sense. The other points omitted include the extreme oppression for opponents of the regime, the degree of nepotism and lack of mobility, the continuing poverty of the peasantry, and increased wealth of upper classes, inflation and other factors which lead to the continuing riots and revolts in that country today. Throughout the Middle East, there is increasing maldistribution of wealth by the oil producing dictatorships. To view it otherwise is misleading. In this section, there is no mention of the British control of oil in Iran during colonial times, and the famous hero Musadagh, who was to Iran what Nasser was to Egypt, a liberator from colonialism. The discussion then does not lead students or teachers to an understanding of today's events.

There is one flaw in geography. On page 61 in the Brown book, it states that Greece like Mesopotamia is located by the Mediterranean Sea. Mesopotamia has never been described as being near the Mediterranrean.

The activities for the students are well thought out, and with a correction in the factors which cause some problems in the world today, would lead children toward a good understanding of other cultures.

In this series, in particular, there is a need to include material from the Middle East, other than Iran. The dependency of the U.S. on oil from the Arab countries is too important to omit. The competition between the U.S. and the Soviet Union for control of this region should be discussed in relation to the effects it has on the people living there and here. Thus, the interrelations of cultures presently is neglected. Discussion of class is present but somewhat minimized in most presentations.

Photos and graphs are well presented and clear. The books are attractive.

Reviewer #6

The Holt Databank System
Holt/Rinehart/Winston

The books for the younger grades are very effective. In relation to the examples from the Third World, there is a bias toward rural families. In the book on People, it is understandable since they are discussed under a chapter on seasons and the use of land, but it leaves the impression that there are no urban families in foreign countries. This seems to be a common mistake for many books, a neglect of foreign urban areas.

The books for later grades are very good. There is no discussion of the cultures of the Middle East, except for one very brief story about a caravan going through Cairo years ago. The section on Berbers of North Africa in the book, Cultures is well done and in fact the whole book is well done in its descriptions of different cultures. However, I would comment on the following problems. Again there is no discussion of a colonial past and degrees of dependency today, thus cultures of India and Nigeria just appear full blown without any history. There is, also, no discussion of dominant forces which relates to groups such as tribes (Berbers) and other small groups. Thus, as is true in so many books, communities appear as isolates. In the book on Cultures, there is also a bias toward countries friendly to the U.S. This is one of the few books that discusses economic classes and it is a good book overall. If the intercultural connections were discussed, it would be excellent.

In the book on Technology, there is little or nothing on the relation of technology and politico-economic systems. Therefore the section on India does not help us understand why they have poor technology, they just appear full blown as underdeveloped. Again there is no discussion of colonialism, dominance etc. Technology is seen as the major method of development with no discussion of social issues. The use of the term "Non-Modern People" indicates a built in prejudice. Modern relates to a time in which poor people certainly do live. In the book on Cities, there is a good discussion of different kinds of cities, and the only major problem I found is the neglect of recent problems relating to urbanization around the world. Also, there is no discussion of different ideas on urban planning such as those found in China, where people have been encouraged not to migrate to the cities. There is no real discussion of some of the recent real problems relating to warfare that we have seen in the urban areas around the world. Thus, this book needs updating.

The guides for the teachers are very imaginative and well organized. The only criticism would be that they also lack the information which would give the teacher a chance to make the connections that are missing in the books, those which I have discussed above.

Thus, it seems that while the books have gone a long way in the direction of including minorities, dispelling stereotypes of numerous kinds, we are still left in need of the information which would help to dispell stereotypes on cultural differences relating to poverty, different styles of families and urban differences.

In relation to the Middle Eastern cultures, there is a real need to include some material from that important area of the world into these texts. It is virtually absent. This is true of Arab-Americans also. In general there is no discussion of various religions, such as Islam, Judaism, Catholicism, etc. This seems to be an omission.

198

Reviewer #6

Windows on Our World
Houghton/Mifflin

In the early grades, these books do a very good job of discussing the environment around the young students, but perhaps it is a mistake to entitle the books, "The World Around Us", since there is no discussion of other countries. A criticism of these books might include the fact that they do not mention differences in economic classes, or any discussion of corporations as part of the institutions around them.

In the upper grade books, in particular The Way People Live, there has been a very good attempt to discuss the numerous cultural variations between peoples. I like the way the questions are organized, however, the approach is one of total relativism. There seems to be no relation between cultures, thus giving an incomplete understanding of the material. Using the case of the Egyptian village and other situations,(p. 292) differences are attributed to a technology gap, but the reasons for the gap are not discussed. We see Ali in his Egyptian village with little technology but no explanation that England stopped industrialization projects of Muhammad Ali in Egypt in 1840. Because colonialism is not discussed, the questions asked in the teacher's manual about how Ali's village can become more productive, and whether the children would rather live in Ali's village in Louisiana or Edvard's village in Yugoslavia may contribute to a negative bias toward less developed countries.

The discussion on urbanization fails to inform students regarding some of the important reasons people flock to the city, one of the most important being the failure of rural reform programs. Along this same line there is a western bias in the book since market systems are given much attention but there is no discussion of socialism or communism as systems. There is little or no discussion of economic class distinctions, and in the discussions of the Third World, there is little in the way of pictures showing the upper classes. The discussions on religion are very limited. In the discussion of Islam, the information is accurate but lacks feeling. Many Muslims complain that they are often photographed as masses while other religious groups are not. This seems to be the case here.

If one were to compare this book with the Allyn-Bacon series, the latter attempts to discuss controversial topics more effectively than this series. They also include more current and up-to-date information, and do so in a creative and alive method. Both suffer from a Western bias by their omission of colonial history and some of the economic facts of modern relations with the Middle East.

There could be improvements in the Houghton/Mifflin photos, such as in the book Planet Earth, p. 32, why not show an African city too, not just New York. Again this book emphasizes technology as the reason for social problems. Page 253 indicates that it causes people to move to cities which reflects a bias toward western answers to social problems.

Reviewer #7

RATIONALE FOR RUSSIAN AND EAST EUROPEAN AREA STUDIES

My concern for the inclusion of materials about the peoples of the Soviet Union and Eastern Europe is to combat the tendency to consider that part of the world as anti-American and therefore not a good reference point for international studies education. This tendency is no longer overtly expressed, but the continued lack of material on Russia and East Europe leads me to believe that it is still one of the reasons for its neglect in our textbooks. The arguments of the areas' largely unknown languages, or generally exotic culture that cause our textbook writers to be uninformed about the area cannot be used when one notes the often extended coverage given such nations as Egypt, Nigeria, or even the ever present Eskimos in the texts. It appears that this lack of information of this world area is helping to perpetuate the mistrust that many of our citizens have of the Soviet Union and Eastern Europe. We do fear what we do not know.

Given the fact that the Soviet Union is a super power and that its relations with other super powers such as China and the United States often determine world peace, we should know more about their cultures and society. Nonetheless this type of negative stimuli is not enduring or deep-seated enough. The rationale for much collegiate study of this area stems directly from the USSR's achievements in space technology; as seen in the federal government's sponsorship of National Defense Education Act centers. Unless there is a somewhat contrived "sense of impending disaster" to impose on our educational system, this rationale by itself, while important, will not provide a sound basis for the study of the Soviet Union or Eastern Europe.

However there are excellent positive reasons to study this area. First the study of other cultures always brings out new dimensions of the human condition. The comparisons of collective American attitudes and actions with those of the Russians, Uzbeks, Poles, etc., will enhance the basic concepts of the social sciences presented in our textbooks. This can be illustrated with two important examples; ethnicity and geography. The concepts pertaining to the multicultural composition of the United States provide excellent comparisons with the nationality question in the Soviet Union. Questions concerning assimilation, bilingual education, religious rights, racial problems, social mobility of ethnic groups, the political power of ethnic minorities, etc. are all ripe for comparison, and thus enrichment. Furthermore, the study of the geography of the Soviet Union should raise very interesting and useful discussions on geo-politics, agricultural production, oil reserves, etc. All these topics would make American assessments of Soviet economic productions and future trade possibilities more understandable.

If we can assume that detente will mean increased cultural and economic contacts with the USSR and Eastern European nations in the future, then we ought to be encouraging students at an early age to acquire greater knowledge of this world area. This applies to future American citizens in general as well as for those who may find future employment relevant, or indirectly relevant as the world's population becomes more interdependent. Naturally this is not going to be the job of the social sciences entirely. For example, the failure of American schools to teach the Russian language must be reversed.

Finally I would like to make note of an additional concern that results from the lack of coverage of this world area in our social science textbooks.

Graduates of our schools are generally not aware that Russians compose only about 54% of the population of the USSR, and are also not fully cognizant of the variety of cultures in Eastern Europe. This lack of understanding is symptomatic of the neglect shown these cultures. Our graduates tend to view this entire world area as basically uniform and this is truly unfortunate. This misconception and many many others could be rather easily eliminated by future textbook publications that grant the study of Russian and Eastern Europe their due. Let us not base our textbooks on past or present focus but on the educational needs of the inhabitants of the 21st century.

Dear Reader:

I find there is a need to establish briefly some guidelines to the reports on the efforts of four (4) publishers in their publication of social science texts for the K-6 or K-8 level.

While my world area of specialization is Russia and East Europe, I feel compelled in the reviews to comment on the more general value of these books in terms of their intercultural and international content. I feel compelled to do this for two reasons. One, the amount of space devoted to Russia, the Soviet Union, Marxist-Leninism or East Europe is relatively small. Nations such as Mexico, Nigeria, India, etc. have been afforded more coverage than the Soviet Union and East Europe by the publishers. Therefore,my reviews would not say much about this particular series if they were limited to Russian and East European studies. Secondly, area studies people should not be just competing for space in social science textbooks. One must also be concerned about the general tone of the series, i.e., whether it provides students with a broad based knowledge of other cultures and their interaction. If the students are given a solid foundation in intercultural affairs; empathy with, possible language acquisition and future study of various world areas and nations will follow. Finally the need to have students cognizant of the interdependence of world areas is more important in the long run than isolated knowledge of one area.

Reviewer #7

Concepts and Inquiry
Allyn and Bacon

Grade #1	Our Country (Boston: Allyn and Bacon, Inc. 1974) and 14 short booklets Explorers and Discoverers
Grade #2	Our Community (Boston: Allyn and Bacon, Inc., 1974) Alaska and the Eskimos (Boston:Allyn and Bacon, Inc., 1974) Australia and the Aborigines (Boston: Allyn and Bacon, Inc., 1974) American Communities (Boston: Allyn and Bacon, Inc., 1974 includes the teacher's guide and 6 books on various U.S. communities
Grade #3	The Making of Our America (Boston: Allyn and Bacon, Inc., 1974) The Metropolitan Community (Boston: Allyn and Bacon, Inc., 1974)

The review of these books by either a Russian and East European specialist or by someone concerned with international education is not an enjoyable process. The report must be short and unfavorable because the students using this series will not be introduced to other cultures in their first three grades. The lack of international examples is very distressing. The tone and emphasis of these books causes me to wonder if these students will be able to appreciate or develop interest in the study of other cultures during their later years of schooling.

The series' stress of the necessity to read is good, but I am continually amazed at the total dominance of the U.S. setting for the concepts being developed. The book, Our Country, depicts the different sub-cultures of U.S. families in pictures, but that is about the limit of its concern for multiculturalism. Foods, clothes, and other human differences which children of this age could easily grasp are generally ignored and are seen only from a U.S. point of view. The book ends with an ineffective emphasis on the nation's capital.

The fourteen Explorers and Discoveries booklets to be used in the second semester are interesting and contain more multicultural examples. This is

205

especially true of the Estevan. The booklet Marco Polo and the section entitled "The People Marco Polo Met", this same format holds true for Captain Cook and the Tahitians, and DeSoto and the Indians of the Southwest. Also many of these booklets have good maps. In general, the stress seemed to be on reading, geography and inquiry, not in the few peoples the children were introduced to. The inclusion of a female adventurer, Amelia Earhart, was a good addition to the second edition of the series.

The book for the first semester of Grade #2, Our Community, again does not make use of the international comparisons. A Russian and East European area specialist must be continually frustrated in that the climate, communities, etc. of the Soviet Union are ignored. Pages 94-95 of the text show a map where the students are to locate the ethnic homeland of their ancestors, but I see very little of anything else that would cause the children to think of this part of the world.

The volumes on the Aborigines and Eskimos are interesting, with extensive background information provided for the teacher. Australia and the Aborigines discusses all the major areas of the Aborigine way of life and its relationship to contemporary Australian society and ends with a solid list of materials to complement the text. The Alaska and the Eskimos is similar in quality and format with the inclusion of a review section at the end. The subsection entitled, "Communities and Culture", does not extend the concept beyond Australia and Alaska.

Given the fact that there were so few non-U.S. examples in the series labeled, "Communities, Home and Abroad" (which should be changed to read Australia and America,), the internationalists could not realistically expect to find much in the American Communities book. As a Slavic specialist and a Pittsburgher, I was disturbed that the large Slavic-American population of Pittsburgh was not even mentioned in book 5, "A Steel Making: Pittsburgh, Pennsylvania". Also this book, as well as others, continually missed opportunities to introduce the concept of global interdependence. The question posed on page 104 of book 5 is "How is steel sent from Pittsburgh to Japan?" The question is meant as a geographic investigation, and does not note the interdependence of nations in the contemporary global economy.

The chance to introduce the students to the USSR by comparing a few Soviet cities to those of the U.S. is ignored in The Metropolitan Community. The non-U.S. content was limited to geographic work.

I would have to consider these books to be detrimental to the cause of international education and rate them as "very poor" from my point of view.

Grade #4	*Agriculture: People and the Land* (Boston: 1975) *Industry: People and the Machine* (Boston: 1975) *The Indian Subcontinent* (Boston: 1976)
Grade #5	*The Human Adventure, 1975* (*Ancient Civilization*, *Four World Views*, *Greeks and Romans*, *Medieval Europe*) plus *Lands of the Middle East*
Grade #6	*The Human Adventure, 1975* (*The Age of Western Expansion*, *New World and Eurasian Cultures*, *The Challange of Change*, *The Interaction of Cultures*, plus *the Lands of Latin America* (1976)

The inclusion of excellent area studies books in grades 4 through 7 are a definite plus for this series. The chance to apply concepts in an interdisciplinary mode to one world area or region is to be commended. However, this leaves a Russian and East European specialist especially saddened when his/her world area is not included for study. The importance of the Soviet Union is not excluded in the Human Adventure series, but it is certainly not highlighted as India, the Middle East, Latin America or Africa are with a separate area studies publication. At the very least I think that Allyn and Bacon should explain their selection process for the world areas chosen. To repeat, the idea is excellent, but why not the Soviet Union.

The opening book for grade four does something the first three books failed to do: it stresses economics and introduces the students to different cultures. The building of an economic base which then explains a great deal of a people's cultural, social and political beliefs and practices is extremely well developed throughout these grades.

Part Two of *Agriculture: People and the Land* is essentially a comparison of rice growing in Java and Texas. The attention paid to such topics as population density and natural environment is commendable. One might wish that in Chapter 8 where the authors note that "most Javanese are happy with their traditional ways" (page 165) might also have a discussion of the problems of capital intensive agriculture in an overcrowded and less developed area like Java (see C. Gurtz, Agricultural Involution, 1968, which should be listed in the list of sources for teachers). This is not too advanced for fourth graders especially given the discussion on forced savings in the same chapter. Also the comparison of less developed with developed nations was well done.

While one might excuse a lack of references to the Soviet Union on rice growing, why was this omission continued into part 3 on wheat farming? Page 171 of the teacher's guide notes that the USSR is the largest wheat growing nation and gives figures for harvest in the early 1970's. The only other references are a map (page 190 of the text) and an inquiry as to the breadbasket of the Soviet Union (page 193). This is not nearly enough. The U.S. sale of wheat to the USSR in 1972 and 1975 raises interesting and important geographic and political questions that directly relate to this topic. An excellent opportunity for comparing Soviet and U.S. farming, and economic systems in general, was lost. I was happy to see the text stress the relationship between agriculture and economic growth, but this is universally important, and the case of the Soviet Union is at least as important as Java.

The book for the second semester of Grade #4, Industry: People and the Machine concentrates more fully on the U.S. example than the previous book. The opening section on textiles again notes that "most flax from which linen is made is grown in the Soviet Union" (page 52). Characteristically this leads to an investigation of flax in Ireland. Cotton production in the USSR is unfortunately not mentioned.

The interdependence of nations in the world is shown through an American point of view as our factories need products from all over the world to produce a car (see page 114). This one-sided view of interdependence is not always beneficial. The rubber extraction process has an effect on Malayan society as well as ours.

Part 3 of Industry: People and the Machine also fails to compare the command economies of the world to the market economies (Chapter 1) and references to Yugoslavia's self-management system are not made in Chapter 5 on labor unions.

This report changes from one of noting neglect to one of very strong disagreement with the slanted presentation of totalitarianism. Up to this point, the authors have used economics to help explain social, cultural, and political decisions. This study of totalitarianism would have been much freer from built-in-bias if the same method were followed here. For example, the politics and economy of pre-1917 Russia would have been a good base from which to discuss the implementation of totalitarian ideas.

The subsection begins with a loaded heading, "free and unfree nations", and then proceeds to list what is not allowed in a totalitarian society. This complete negativism reaches its height in the fourth and fifth paragraphs on page 228 of the text where the student reads seven sentences in a row that state what cannot be done in a totalitarian society. There is no mention of the economic progress in East Europe, the Soviet Union, or China.

This one-sided presentation continues with a reference to the army and police using the latest weapons (Would it be more humane to use out-dated weapons?). I kept waiting for some balance concerning the ability of a totalitarian government to use its power to force economic advancement, better medical care or free education. Unfortunately it never came.

The teacher's guide on totalitarianism (pages 167 to 172) begins on a sound basis by noting that totalitarianism is new to this country with its advanced technology and large bureaucracies. It also correctly advises them to be leery of concentrated business, labor, as well as state power. The list of totalitarian nations put the USSR first and follows with China, East Germany, Poland, Hungary, Czechoslovakia and Vietnam, with Romania, Yugoslavia, and Cuba being largely totalitarian. Remember that page 228 of the text said that "no one owns his farm". What is to be, for example, the response to a student who asked about the private farming in Poland, or the household plots in the USSR? In general this was an example of bias that should be combatted with open criticism. Our students deserve a more realistic treatment of this subject. One that will better equip them to relate to the shortcomings and advantages of our non-totalitarian society. Not one that has them make simplistic lists of "freedoms in America and restrictions in a totalitarian society" (page 172 of the guide). More attention to quality of life comparisons should be allowed for.

In Grade #5 the broad picture of civilizations up to the end of the middle ages in Europe is presented. The books give a good view of the ebb and flow of civilizations and a sense of the dynamism of human history. The prefaces to each volume are challenging. The role of Russian and East European cultures in world history are not given much space. For example, Poland is not mentioned as part of Latin Christendom and nothing is said about Eastern Orthodoxy. In Medieval Europe Russia under the Mongols is very briefly noted. However, the effects of the Mongols is limited to a statement that since the Russians were not as developed as the other societies they were conquered by the Mongols, their rule and domination lasted longer. Fine, but what about the Mongols "important effects on the rest of the Eurasian world"? I found nothing on this.

The Human Adventure series continues for Grade #6. I will not comment on the area studies books for these grades since this will be done by other reviewers.

Chapter 1 of The Interaction of Cultures makes note of Russian imperialism toward China, but the opportunity to relate to the contemporary Sino-Soviet border conflict is missed. However page 21 of the teacher's guide does note that "some of this territory is still disputed today" in referring to the Treaty of Narchinsk.

A subsection of Chapter 6 of this book is entitled "Socialism and Communism" (page 107-110). This follows a subsection labeled "Humanitarianism". The choice of titles is poor in that it might prejudice the case for socialism. The presentation of socialism is adequate except that the ideas of Marx are too brief. Hopefully the students will "find out more about Karl Marx and his friend, Friedrich Engels" as asked on page 112. The teacher's guide (pages 76-77) paints a very negative view of the loss of private property. My personal feelings aside, some positive aspects of this loss might also be noted. Useful activities in the guide include research on Marx, reading passages from Animal Farm, and discussion on private enterprise versus communism.

The guide for The Challenge of Change (pages 7-21) is a chronology of events from 1526 to 1900 and divided into Western and non-western. Russia and Eastern Europe are listed in parenthesis under the heading of Non-western events.

This is reflective of the problem the authors of this series have had all along. They have not been able suitably to place the study of this area and have let it fall between their categorizations.

Part 2 of the New World and Eurasian Cultures focuses on Russia and Japan. Pages 77 through 89 of the text are on the Soviet Union. The maps and information on climatic variations and population density are excellent and provide the student with data often overlooked in textbooks. This stress on geography is very sensible. There is a misspelling of Verkhoyask (two y's) on page 87, which is corrected elsewhere in the text and guide. The comparison of Siberia to areas of the United States is especially useful. The background information for the teacher in the guide is brief but adequate. The creative writing exercises on page 53 should be used by the individual teacher, especially the one comparing the U.S. and the U.S.S.R. in terms of natural resources and farming. This subsection was very well done.

Chapter 2 of this same book is "Russia under Ivan the Terrible" and includes a history of Russia from Kievan times until the 18th century. This had to be done to fill the lacuna of the Medieval Europe volume.

The high quality of the text's presentation continues. The interjected inquiries deserve special note, for example, how did in-fighting amongst the Moscovy princes affect the ordinary people, or questions on Old Church Slavic as a language. I am glad to see tsar spelled as it should be, and not czar. I would have liked to see the text compare the separation of church and state in the West to the incorporation of both under the tsar in Russia (which is done on page 58 of the guide).

I would also have liked the study of Ivan IV to concentrate a little more on the events of the times, and less on the dramatic and interesting personal character of Ivan IV. The alternative might be to keep this stress on the personality and discuss the role of the individual in history. "Do men make history, or history make men" idea. Nonetheless the treatment of Ivan IV was extended and accurate. The students were asked to compare the enserfment of Russian serfs to the peasantry of 16th century England. However, neither the text nor the guide note the fact that Russia is enserfing its population while they are being released from personal and landed bondage in Western Europe. The comparison of Ivan's terror to the Spanish Inquisition was a good idea. The comparison on page 115 of Russia's drive into Asia to America's move westward is excellent. These comparisons and stress on geography are exactly what is needed in the study of Russian history to make it more understandable.

The teacher's guide is also to be commended for attention to the determining role of geography. The use of some of the suggested activities on page 63 of the guide are recommended. The press interview with Ivan the boy, his mother, old and new nobles, peasant women, soldiers, etc., would be excellent for enriching many concepts introduced in the text. Finally, the research topic comparing Russian serfdom and American slavery is an absolutely fantastic idea and should be done.

While the series is basically sound and does present Russia, the Soviet Union and Poland in an accurate and sometimes extended manner, the slanced nature of one section of the series causes me to rate them as "good". Without the few noted biases, this would be a "very good" series.

Grade #7 Challenges of Our Time 1977, (Technology: Promises and Problems, Prejudice and Discrimination, Nations in Action: International Tensions, and Choices and Decisions: Economics and Society) and Lands of Africa (1977)

I decided to write a separate report for this grade level since there is adequate coverage of Russia, the Soviet Union and Eastern Europe. To add it to another report would be confusing since most of the previous reports deal with both international as well as Russian and Eastern European studies. Two books for Grade 7, Prejudice and Discrimination, and Lands of Africa are outside of the scope of my world area.

The books focus on a number of important trends of the 20th century; nationalism, racism,role of super powers, public opinion, technology, economics, changing values, etc. These themes are all given a full hearing in these books. However this report will limit itself exclusively to their treatment given to Russia and East Europe.

I must begin this report with what is by now an all too familiar complaint; Technology: Promises and Problems misses numerous opportunities to compare the technology of the USSR with the United States. The fact that Soviet achievements are stated as providing the impetus for the achievements of the U.S. space program is noted (pages 70-71 of the text). The teacher's guide is strangely silent on this issue. The only Soviet mentioned is the emigre Vladimir Zworykin (page 95 of the guide). The text does not explain the technological achievements in the own right, but only in relation to U.S. technology.

Book #3 Nations in Action: International Tensions, provides much more on Russia and Eastern Europe. After a preface on contemporary history, an overview of international tensions between 1945 and 1975 is presented. The role of the

Soviet Union as a super power is central to the discussion. The geographic determinants of Soviet control in Eastern Europe are highlighted on pages 14-17 in the text. The information, examples and inquiries are clear and insightful. The "notes and questions" in the guide (page 28) are excellent. I was especially pleased at the inquiry on nationality groups in the Soviet Union (page 21) supported in brief fashion by a note on page 29 of the guide. The individual teachers should assign a research project on this issue even though it is not suggested in the guide. This is certainly one of the most crucial issues in the Soviet Union today and gets very little notice in our textbooks.

The role of ideology in foreign affairs concludes Chapter 1 of the book. The treatment of communism is necessarily thin since it is to be dealt with at length in Chapter 4 of Choices and Decisions: Economics and Society. The research activity which has the students compare the views of Solzhenitsyn, Sakharov and some U.S. opinions on the role of ideology and foreign policy should be used by the classroom teacher.

The role of nationalism in the Balkans is all too briefly noted in the text (page 36). While there is adequate background information in the guide (page 40), the students should have been given a great deal more on various nationalities; their languages, religions and previous rulers.

The chapter ends with a discussion of Marxism and class war. This comparison of the force of nationalism and class is well done. I have no quarrel with the important outline of Marxism and the stages of history. I only want to quibble with the author's refering to Lenin as Nicolai Lenin. I would much prefer Vladimir Illyich Lllyanov named Lenin. The use of Nicolai Lenin may cause some unnecessary recognition of problems later on. However, this is a minor point when compared to the general overall high quality of the book.

The relationship of Russia to the Balkans and the Austrian-Hungarian Empire are given the standard diplomatic treatment. Once more the teachers are provided with accurate and adequate background data. The sketch of tsarist Russia before World War I is very brief. I had hoped for a more extended treatment of the industrialization of the 1890's and the agricultural or peasant question. This would be of great assistance in placing the revolutions of 1917 in their proper perspective, i.e., one in which they are not totally explained in the context of the chaos of World War I. The inquiries in the text and the "notes and questions" in the guide concentrate too much on the dominant personalities of the period, and too little on the socio-economic conditions of pre-1917 Russia. I fail to see where the text or the guide provided enough information to accurately guide the student on the suggested research topic, "the collapse of Russia". I would guess that the report will concentrate on leaders and political history to the detriment of Russia's crucial socio-economic problems.

Some of this information is supplied in establishing a setting for the Russian Revolution (pages 68-70), but it is again not enough since almost nothing is said about the peasant question. The disastrous effects of World War I are clearly presented (especially the graph on page 64) and the lack of strong political leadership is also correctly noted.

The March 1917 revolution and the provisional government are not fully developed. Statements such as, "Most Russians were full of joy at the end of the tsar's rule" (page 71), are too general to have real meaning. The misleading name of "Nicolai" Lenin is also repeated. The portrait of Lenin and his leadership of the state that follows is a fair assessment. The inquiries on page 74 of the text are good and the teacher's guide proves useful. The comparing and contrasting of the Russian with the American and French revolutions is an excellent exercise (page 68 of the guide).

I was favorably impressed with the balanced and generally bias free treatment of Lenin and Stalin in both the text and the guide. The very important economic developments of the 1920's and 1930's are covered. My personal opinion is that more space should be provided, but I realize that the "story" must stop somewhere. The dramatizations from important fictional works and topics for discussion are well thought out. I hope that one of these "fictional" accounts, perhaps One Day in the Life of Ivan Denisovich, will be read simultaneously with the text.

The chapter on the second world war is again straight forward diplomatic history that does not require comment, except to note that I felt the Soviet position was honestly treated. The more analytical section on America's foreign policy also handles the Soviet Union and Eastern European nations with accuracy. The inquiries are both interesting and challenging. I might also add that the maps and graphs (eg. page 119) are of high quality.

I believe that the repeated use of Makinder and Spykman's "world island and outer crescent" theory will have a positive effect on the students for their understanding of post-war foreign policies. The developments of the Soviet occupation of East Europe were handled in a business-like fashion that avoided biases. However, I did think that many of the guide's activities lacked sufficient imagination. This area of study is ripe for exciting simulations.

Turning to the last book, Choices and Decisions: Economics and Society, it should be noted that it has an excellent chapter on "ideologies of our time" which gives ample coverage to Marxism-Leninism. The inquiries on Nazism and totalitarianism (page 89) are first rate. I also believe that the classical Marxism is given enough space so that Marx's ideas are fully developed. The teacher's guide is very perceptive on both totalitarianism and Marxism. The comparism of Marxism to various religions is excellent.

The fair treatment provided Lenin in the previous books continues here. For example, it is not often the 7th grade texts make note of the role of tsarist police and the need for Lenin to have a small party of professional revolutionaries (page 96). There is a short but accurate description of NEP economics that is all too often missing from textbooks. The evolution of Marxism, through Lenin and then Stalin was especially effective. The inquiry of comparing animal societies to pure Communism (page 96) was extremely imaginative and the guide on page 75 was helpful in explaining the question.

One could certainly call for more discussion on the variations of Communism found in Eastern Europe today. This must find a place in our textbooks if the real variation of cultures and ideologies in Eastern Europe is to take hold amongst our citizenry. This very brief reference on page 103 of the text is not nearly enough.

The organization of the text has repeatedly put Communism (and other ideologies) in a position where they are compared to the power of nationalism. This is to be commended.

I recommend these books very highly and rate them as "outstanding".

Reviewer #7

The Social Sciences: Concepts and Values
Harcourt, Brace and Jovanovich

Grades 1, 2 and 3

There are very few references to the Soviet Union in these books. There is a picture of a Russian family on page 97 of the grade level 3 text and page 140 of the teacher's manual for this same grade level notes that "in the Soviet Union most medical doctors are women". While the statement is essentially true, it should not be used to imply that Women's Rights Issues, even in the medical field, has been solved or even advanced in the Soviet Union as opposed to other nations. At this age, I have no objection, but when repeated in grade level 6 of this same series, I do object. I would like to see this common misconception of Soviet society discussed in greater detail. Finally, on page 27 of the grade level 6 text in a "What Should You Do?" exercise, a Polish person is given the name Ivan. The much more common Polish equivalent is Jan. While this in itself is not important, when combined with the total lack of space devoted to Russia and East Europe in these books, one begins to have doubts about the breadth and depth of the author's commitment to the study of this world area at the higher grades.

Nonetheless I want to avoid a concentration on what pales into trivia in view of the many positive aspects of the books in terms of the concerns of the internationalists, as opposed to the area specialist. In the teacher's manual, the publishers befriend me with the following statement. "In their research into many cultures these investigators have advanced generally accepted theories regarding the patterns of human interaction in a variety of settings and at different times in history. By comparing and contrasting data from a variety of cultures, they have developed concepts that are the foundations of the social sciences today." I have been convinced that this weighty promise has been fulfilled in these books, and indeed in this entire series.

These books were also excellent in terms of their well thought out presentation of cultural similarities, differences, conflicts, etc. The values coordinator for the series is to be congratulated. Also, by way of general comments on the books, the teacher's manual was extremely well equipped with numerous suggested activities. Thus, the individual teacher often had many opportunities to expand the international content of the lesson.

The least multicultural or international book in the series is Grade Level #1. Here the focus is on the self and the depicting examples are placed on a U.S. setting. Nonetheless, when the student gets to Unit #5 international examples are numerous. Unfortunately none were of the Soviet Union.

The book for Grade Level #2 is the best of the group. The introduction of six new friends from the United States, India, Japan, Ghana, Greece and Mexico and the frequent repetition throughout the book is exceptionally effective and well done. I only wish that a child from the Soviet Union was lucky enough to be included in the exercise. (I find myself making this same statement numerous times throughout the series). The students get to know the natural and cultural environment of these "new friends" on both a factual and personal level. This leads to map work, craft activities representative of these cultures, the foods of these children, dramatic activities about children in their school who do not speak the English language, etc. There is, also, demonstration activity that would include languages with non-Roman alphabets such as Russian.

There are copious examples of the customs of the six cultures throughout the book and the students often participate in activities that can only increase their empathy for different cultures. One might hope for more background information for the teacher, but on the whole this book is outstanding.

The book for Grade Level #3 begins to focus more on communities as opposed to individuals. Non-U.S. examples are again in sufficient supply, Nigeria, Japan, New Zealand, etc. are there, but alas, not the Soviet Union. The importance of language to a culture is justifiably emphasized. The changing roles of family members in Morocco and Ghana is effective in transmitting the concepts of value changes.

The interplay of the natural environment, learned cultural patterns, technological changes that necessitate changes in acquired skills, and the various communities themselves is a good foundation on which future more complex social science concepts can be grounded in the higher grades. Even though much of the book was on the presentation of U.S. history, the combination of our history with numerous international comparisons caused me to hope that this series would be popular with school districts for grades 1 through 3. I recommend these books very highly and rate them "exceptional".

Grades 4, 5 and 6

The presentation of an extended discussion of the countries of Eastern Europe or the Soviet Union finally arrives in the last book of this series. While late is better than never, one could have hoped for more examples from the peoples in that part of the world in grades 4 and 5. This problem is compounded by the fact that an individual teacher with an interest in Russian culture for example, could not easily interject Russian examples into the study of a specific topic or concept because the texts for grades 4 and 5 are based on the repetition of particular societies viewed from several different perspectives.

The first mention of the Soviet Union is in connection with a library task in the teacher's manual for the Grade level #4 book. Students are asked to conduct research on ten nations and distinguish between oil-consuming and oil-producing ones. Since there is little background information available to the teacher to complement the excellent world map on pages 156-157 in the text, I am concerned that the exercise will fail to develop the complexities of Soviet oil production and oil consumption. Yet the exercise is excellent for demonstrating the economic interdependence of nations and the relationship of developed to less developed nations. The debating activity on page 215 of this manual is highly recommended to the teacher.

Similar praise and concern should be applied to the library activity on page 238 of the teacher's manual that has six examples of how different societies used manpower. One of these examples is Russia before and after the revolution. While I do not disagree with the activity, I wish that the students had more exposure to Russia in their text.

The amount of TV sets per 1,000 people in the USSR and four other industrialized nations on page 39 of the text for Grade Level #6 is complemented by the manual (page 77) asking the teacher to note the relationship between industrialization and the manufacturing of TV sets by a society. One can hope that a discussion of the choice between heavy industry and consumer goods will be initiated.

Pages 172-181 in the text deal exclusively with Soviet history. To repeat a point made before, I would prefer that "czar" be spelled "tsar". The focus on the attitudes of the various social classes is effective in presenting a short yet clear presentation of the 1917 revolution and the provisional government of that year. Greater detail would be appreciated, e.g. March 1917 instead of "early in 1917" for the first revolution. The whole presentation of the revolution is very brief, yet adequate.

The authors interject a very useful question on page 175, "what might be some difficulties in trying to build a completely classless society?" This could lead to interesting ideological and sociological discussion relevant to the USSR and more universally to the nature of man. I object to the failure of the book to put the role of women in the USSR in a more realistic light. The misconception of an advanced position concerning women's rights in the Soviet Union is not challenged. Data on the number of women surgeons, lack of supermarkets, etc. should also be part of the story.

The report on totalitarism is again brief and not biased. The text also forces the students to ask some justifiably tough questions about individuals in the Soviet Union. The focus on the change from a rural society 1900 to an urban nation is sensible. (I would quibble with the fact that one of every eighteen families were urban in 1900; it was probably more like one of every thirteen). The text concludes with research activities in Russia.

The manual provides the teacher with too little background information, but does suggest a wide range of instructive activities including a values discussion on the right to revolt, and comparisons to U.S. society, and a much needed debate on the role of women in the U.S. and the USSR. The study of totalitarianism through poetry, art, and drama activities is suggested. I prefer the straight forward discussion on the role of the individual and his/her rights and responsibilities that should insure from the values issue discussion on page 225 of the manual. On the whole I thought the comparisons of the U.S. to the USSR were extremely well done.

The text also handles its description of a command economy in a bias free manner. It begins by having the class discuss the two ways a developing nation should modernize, i.e. via a command or market economy. The text and manual combine to present a fully developed and accurate description of the command economy. The alternatives to the U.S. economy are also presented with a suggested discussion of Yugoslavia's workers self-management. While I am absolutely delighted to have this important social experiment introduced to the class, once more I am concerned about the lack of background information available to the teacher.

Pages 239-248 of the text is on Russia's changing economy. A few statements describing the semi-capitalistic decrees and their results would have made the reasons for Stalin's industrialization and collectivization more understandable.

The activities in the manual and the extended discussion in the text do an excellent job in describing the objectives and workings of the contemporary Soviet economy. I was very pleased that the discussion focused on concrete economic objectives and not a fulfillment of Marxian ideological goals. This resulted in a value free presentation. I only wish that more attention was paid to the adverse soil and climatic conditions and their effect on Soviet farm production. Yet other activities such as comparing U.S. and USSR medical services are excellent vehicles for an in-depth understanding of the average Soviet citizen. The example of Russian folklore on pages 250-253 was also welcomed.

Poland is used by the authors (pages 342, and 344-346) as an example of how a people maintain their cultural identity without a p olitcal nation, (what better example could there be). I was favorably impressed with a question in the text that asks, "how independent is Poland"? I believe that given the presentation of Poland's determination to keep a separate identity, the students will have a realistic view of both Poland's independence and dependence on the Soviet Union. The "acting it out" exercise in the manual (page 399) is excellent. Here the students are to be in one of two groups; Poles who say it does not matter who rules as long as Polish culture remains and Poles who maintain that others cannot make laws for them.

In conclusion one would have to say that these three books recognize the existence of the Soviet Union and adequate coverage is provided in the Grade Level #6 book. Nonetheless the request for more references to the Soviet Union is not without justification. For example, students by Grade 6 will know of the multicultural composition of Mexico and New Zealand, but will have no idea that Russians compose only slightly more than 50 percent of the Soviet population. This could have been easily remedied by a comparison of U.S. and USSR bilingual communities (page 46--47 of the Grade Level 4 text), or in any one of a number of appropriate places a comparison of the multicultural nature of both the U.S. and the USSR could have been made.

However these books do an excellent job of weaving the description of numerous other cultures into the presentation of even U.S. history. The activities on the various immigrant groups is a case in point, as are the plentiful comparisons to other societies. I recommend these books highly and rate them "very good".

Reviewer #7

The Holt Databank System
Holt/Rinehart/Winston

Kindergarten - Inquiring About Myself, Epps-Collier, Frances M, (New York; Holt, Rinehart and Winston Publishers, 1978)

Grade 1 - Inquiring About People, Fenney, Georgiana, (New York, Holt, Rinehart, and Winston Publishers, 1976)

Grade 2 - Inquiring About Communities, Tabachnick, B. Robert, (New York, Holt Rinehart and Winston Publishers, 1976)

Grade 3 - Inquiring About Cities, Fielder, William R. and Georgiana Feeney, (New York, Holt, Rinehart and Winston Publishers, 1976)

I must begin this review of the K-3 level Holt Databank System by warning the reader that this includes much more than textbooks, teacher's guides, and suggested complementary A-V presentations. This is an overwhleming package of textbooks, teacher's guides, foldouts, cassettes, filmstrips, games, simulations, data packs, etc. I must also note that the individual teacher is almost forced to use the non-text material because the texts themselves are relatively short and are not geared to the good readers. The publisher has given the teacher every opportunity to carefully plan for the use of the non-text material by noting its place in the lesson plan on a very specific basis. In the early years each day of the month has suggested activities for the teacher.

I will leave this bombardment of the senses as opposed to a focus on reading skills to someone else to evaluate and start off by noting that if the teacher uses many of the "related" and "special activities" to highlight and expand the concepts of the "basic activities" of the first book, Inquiring About Myself, he/she cannot fail to have kindergarten students well imbued with the spirit of multiculturalism.

This point can best be illustrated by taking one example, food. The children watch a filmstrip on "Foods of the World" (India, Japan, American Indians, Africa) and refer to a cooking file which includes numerous international recipes. These international and multicultural examples related to the U.S. holiday of Thanksgiving. I was especially impressed with the attention that the holidays, foods, and many other cultural traits of various American ethnic groups were provided. Christmas is presented along with Chanukah, a Mexican Christmas and Dutch Christmas customs. The authors are to be commended for their sensitivity to this issue and their ingenious mining of America's multicultural composition. I do wish that Slavic Americans were given more space. I realize that it is not possible to include all the ethnic groups, but it does seem fair to note that Slavic-Americans seem to be mistakenly considered an assimilated group without their own identity.

The same excellent format is followed in the second book, Inquiring About People. The attention to the holidays of various countries in the world in the "special activities" section is outstanding. The Easter in Poland makes note of the egg dyeing custom. I thought that the teacher's guide (pages 220-221) should have made note of this custom (pisanki) in other Slavic cultures, especially Ukrainians who are perhaps even more famous for their egg dyeing.

Additional positive comments should be made concerning the book's introduction and explanation of the systems of comparing their bodies to machines (page 9 of the text and page 15 of the teacher's guide). This should make future explanations of human interdependence easier. Also I cannot praise the authors enough for inclusion of the "fill-in-globe" activity that is done for each country studied.

The foreign cultures highlighted are of Kenya, Japan, Iceland, and Germany. Various aspects of these societies are compared through the eyes of families in these four countries and one in the United States. The text when used with filmstrips ("Faraway Farms" for example) and datacards ("Children in Germany" or "Children in Japan"), is very effective in personalizing the culture of these various countries. Special note should be made of the frequent attempts to introduce words from the different languages and the superb datamaster #9 activity (pages 112-133 of the guide) on compared population density.

While there are very few Russian examples, datamaster #11 ("People and the Word") includes a presentation of a sentence in Russian using the Cyrillic alphabet. In general this book encouraged a future study of foreign languages which is always appreciated in international studies education. Also a "related activity" entitled "Work and Play in Yugoslavia" is included.

The third book Inquiring About Communities does not have nearly as many international examples as Inquiring About People. While the examples are increased in the fourth book, Inquiring About Cities, they never reach the level achieved in the first grade with People. Unit #2 in Inquiring About Communities again indirectly encourages students to consider the learning of a foreign language. My most pressing concern about Inquiring About Cities was not its lack of international examples and comparisons, but rather with the minimal amount of material contained in the text. I realize that the authors wanted "to encourage participation by children with reading difficulties", yet I believe that this has severely limited the opportunities for many children to practice their reading and has caused the amount of information passed onto the students to be unnecessarily curtailed. "Feeling", a city is important, but so is the more traditional data collection and analyzing of concepts relevant to the city.

Medieval Moscow is pictured on page 25 of the text and on page 107 of the guide it is noted as one of the twenty largest cities in the world. But should not something more be said of cities in the third largest country in the world. I am not disappointed by the lack of global urban examples, only that the Soviet Union, and East Europe were again ignored. It is unfortunate that I am forced to classify books as having or not having significant international content, and not being able to develop a critique of the presentation of Russian or East European studies content.

This series (grades K-3) should be rated in two parts. The first two grades are "outstanding", while the second and third grades are rated as "good".

Grade 4 Inquiring About Cultures, Owen, Roger C. (New York, Holt, Rinehart and Winston Publishers, 1976)

Grade 5 Inquiring About American History, Kownsler, Allan O. and William R. Fielder (New York, Holt, Rinehart and Winston Publishers, 1976)

Grade 6 Inquiring About Technology, Schultz, Mindella (New York, Holt, Rinehart and Winston Publishers, 1976)

The Inquiring About American History was included only because I was desperate in my search for something on the Soviet Union. Sadly this was not the case since contemporary U.S. history is presented in terms of specific problems (civil rights, women's rights and pollution) and U.S.-USSR relations were not mentioned. The chapter on immigration includes a story of a Hungarian deciding to migrate to the United States ("Emil Radzik Goes to America", pages 242-243). Nonetheless the lack of examples from Russia and Eastern Europe in a text on American history is not unexpected, but the neglect of this world area in the other two books is truly unfortunate.

The positive aspects of both Inquiring About Cultures and Inquiring About Technology are their solid social science methodology in the case of Cultures and excellent non-U.S. examples of changing societies and the focus on the interdependence of nations in the contemporary global economy in Technology. Both volumes have excellent background information in their teacher's guides.

Inquiring About Cultures highlights societies in various stages of growth and complexity in Africa (especially Nigeria), India and Brazil. The repetition of groups from these countries as tribes, villagers and urbanites had a favorable impact on me. I hope that the intricacies of this schema were not too great for the fourth grader. The continuation of this series attention to foreign language (data master #11 "Learning Yanomano" and recording #5 "A Yanomano Language Lesson" on pages 65-67 of the teacher's guide) is commendable.

One of the problems with extended and then repeated sequential examples is that if your world area is not represented there is little opportunity to introduce the cultures of your area. This is a very frustrating observation. The examples for Unit #4 "Country People in Modern Nations" are not poorly chosen, I just wish that either the USSR or Yugoslavia were included. The mixture of cultures and varying levels of development in Yugoslavia (or the Soviet Union) would have produced splendid case studies.

The integration of the study of different societies in specific foreign nations is enhanced by interjection of examples in the United States, Appalachia for instance. In dealing with "city life in changing nations" (Unit #7) the author's stress on increasing social mobility through the acquiring of new job skills was clearly and effectively presented both in the text and with such databank material as recording #31. To repeat, the background information for the teacher was outstanding.

Once more the study of the Soviet Union is ignored in the final book of this series, Inquiring About Technology. After developing some basic inquiry skills in the definition of humans as opposed to animals in terms of the human's use of tools, the book undertakes an investigation of "becoming modern" with a comparative study of England and Japan. On the whole I thought that the complexities of the modernization process were well done. As to the choice of examples, even a Russian specialist like myself, cannot complain. Both societies have examples of agricultural development, the introduction of technology, rise of a middle class, etc. that easily lend themselves to a demonstration of the key concepts of modernization. Furthermore there is attention to the important aspect of changing values, as there is to some remnants of non-modern aspects of these societies. However the background information available to the teacher is not of the same high quality found in Cultures.

In introducing Unit #4 ("Non-Modern Peoples") the guide notes that "modernization is not a precisely defineable condition, but rather an on-going process that stimulates and effects changes within a community". This does reflect a high degree of social science sophistication in dealing with this concept. Again, I hope that grade six students are able to grasp the complexities of modernization without much space devoted to a theoretical discussion of it in the text. Datacard #2 ("Another Way to Think About People") is superb. The idea of having students view nations of the globe in terms of life expectancy is an excellent way to foster greater interest in global concerns.

I am happy to report that one of the three examples used in this unit is the village of Orasac in Yugoslavia. Pages 112-121 in the text are complemented by sound filmstrip #7 ("Yugoslavia Old and New Ways") and together present an accurate view of a Serbian farm village in transition. I wish that more background information was provided.

The maps in the text are good and the sensitivity to the diversity of languages, religions and nationalities of Yugoslavia are commendable. The teacher's guide (page 114) is quite correct in cautioning against developing generalities from this case study because of the ethnic and regional variations in Yugoslavia. This does reflect good research habits on the part of the authors. The suggestion that this be a three-day lesson for the students also pleases me. Finally, while

I do not disagree with the importance of the extended family or zadruga and the continuation of clans, I would have liked to see some examples of direct urban-rural ties in contemporary Yugoslavia. It is not just villagers leave for the city, but that the rural ties of the new urban dwellers remain so very strong. The teacher must employ recording #13 ("Voices of Changes") and develop this point in discussions with the class.

The next unit focuses on the ubquitous village of Topoztlan, Mexico and the author makes good use of the numerous anthropological studies done on this society. The following unit (#6) on "World Markets" should produce sighs of relief from all international education specialists who have been justifiably clamoring for a focus on "global interdependence". The Cocoa Bean Game (Game DataMaster #1 through #7 and Game Data Pack #1) is an absolute must. After two days of the game the concept of "global interdependence" should be vividly clear in the minds of the students. For this book and for the entire series the teacher should be aware of the fact that the "Databank" is an entire package and that the non-text materials must be utilized to compensate for the brevity of the texts.

The concluding units of Technology deal with India and the United States. The hope is that previously learned concepts can now be applied to identify problems. To repeat my very repetitious cry, why can not some of those problems and solutions be located in the Soviet Union.

These three books have some very strong qualities that cause me to rate them as "good" books for use in the classroom.

Reviewer #7

Windows on Our World

Houghton/Mifflin

Grade K	ME; Hansen, Harlen S., Ruth Mark Hansen and Frank L. Ryan, (Boston; Houghton, Mifflin Company, 1976)
Grade 1	Things We Do; Ryan, Frank L. and Lynne S. Schaub (Boston; Houghton, Mifflin Company, 1976)
Grade 2	The World Around Us; Keach, Everett T. and Buckley R. Barnes (Boston; Houghton, Mifflin Company, 1976)

These three books present an approach to social studies that first concentrates on a knowledge of self and proceeds to the family, school and community, and the relationship of these units to the world around them. The authors make it very hard for an area specialist to review the books since they have seen fit to virtually ignore comparisons with or the study of any other cultures or peoples. This is unforgiveable. The opportunities missed to introduce children at this early age to non-U.S. cultures are countless.

In all of the kindergarten level book, ME, we find precious few pictures in the text or references in the teacher's guide to international examples. Activity #27 in this book at least includes the Chinese New Year and Chanukah in the celebration of U.S. holidays. Thus an example of the multicultural nature of our own society is noted. But what is more important is the lost opportunity to introduce non-U.S. examples. This is partially remedied by lesson #10 in the grade one level book, Things We Do (page 109 of text and T140-T141 of the guide) with a lesson on Halloween, the 4th of July and Japanese Children's Day. The provisions for individual differences does provide the teacher with some useful additions to the text.

Yet what of the many other topics of ME; clothes, food, family, schools, community? These are seriously lacking examples from other cultures. Foods would have been an easy and natural source of comparison. I hope that the individual teacher seizes this opportunity. The question is not that the content is faulty, but that the examples are almost entirely of the United States. Knowing the difference between rural, suburban and urban is important. However, this is a universal or global topic and non-U.S. examples are desperately needed at this age to have children aware of the fact that their world is not the same as their country.

Page T12 of the teacher's guide to The Windows of Our World Series states that the series will investigate the question of "Who am I?" in four ways; as individuals, as a group member, as human beings, and as inhabitants of the earth. While this is fine, there are precious few opportunities to go outside the self and relate to other peoples. The series also strives to "increase empathy and decrease inclinations toward egocentrism, ethnocentrism, and stereotyping". Again I ask how can this be done without a knowledge, or a "feel", for other groups of people. I realize that analyzing the educational objectives is not my central mission, yet this particular series has stressed the concept of getting the individual students to know themselves to the detriment of their understanding of the world of other people. This is after all a crucial flaw for the impact of this series on international educational concerns.

This emphasis on the individual self is carried from ME to Things We Do with the addition of how I as a person relate to various groups and the natural environment. Unit #1 ("Me and You") of Things We Do is a wasteland for international examples. The overriding discipline input appears to be that psychology and international studies is forgotten. In Unit #2 ("People") the students classify plants, animals and humans, but not in terms of cultures so much as their biological traits and ability to make tools and decisions. The choice of examples of how blind and deaf people communicate was excellent.

In Unit #3 of this book, "Living with Others", the lack of different cultures is truly baffling. (Note this is the unit that includes Japanese Children's Day with other U.S. holidays.) The unit places an emphasis on human interdependence. What is needed (and provided later in the series) is for the teacher to introduce the concept of systems, i.e., how one part affects other parts and how together they operate as a whole. This is very important for establishing a solid foundation for the concept of "global interdependence". At this time the authors choose to focus on dependency on other people and conflict resolution, which are also important. The last unit in the book ("Using Space") does have some work with a globe (lesson 6), although it is not pictured in the text.

The title of the last book in this review, The World Around Us, promises more hope for the internationalist than it can deliver. It begins with what the senses tell about the world. To repeat, it is not my job to criticize the arrangement of the content, but to review the Russian and East European content (which would necessitate the submission of a blank page) and the concerns of an area studies specialist. Therefore I am only requesting that intercultural examples be part of the text. For example, in noting how we learn about our environment "through our senses," why not include an example of a U.S. student meeting someone who speaks a different language than theirs. The book does at least have pictures of schools outside the U.S. and works with the globe as a model, and depicts the U.S. as a multicultural society.

In sum these books did more than a passable job in developing useful social science skills and developing empathy for people who are different than the average student. This refers mainly to those who are physically not culturally different. However very little was done to introduce the students to other people. Furthermore the concept of human interdependence is not fully developed. The students know that they are dependent on others, but the idea of an interdependent system, or how a person or the whole of a society relates to other people or societies, is not established. I can only consider these books to be "very poor" from the view point of international studies education.

Grade 4 Planet Earth, Oswald, James M., June R. Chapin and Roger LaRaus (Boston; Houghton-Mifflin Company, 1976)

Grade 6 The Way People Live Branson, Margaret Stimman (Boston; Houghton-Mifflin Company, 1976)

In these books there is some Russian and East European content, thus I will have an opportunity to discuss this aspect of the books and spend much less time citing examples of non-U.S. references. However the mere fact that I had to do this, is a negative reflection on the international content of the Houghton-Mifflin's social science series.

Pictures of an Eastern Orthodox baptism and funeral (pages 72-72 of Planet Earth and 372-373 of The Way People Live), a longitudinal and latitudinal exercise involving Leningrad, references to the Russian language in lesson #2 of Unit #3 of The Way People Live, or comments on the command economy of the USSR (page 350) are certainly not to be confused with an in-depth knowledge of the culture, politics, society, economics of the Soviet Union. There is little to be said on the subject of Eastern Orthodoxy since it is only depicted not described in the text. The teacher's manual for The Way People Live (page T411) does help a little. The one page devoted to the USSR's command economy is so brief that one is just thankful that the comparison between market and command economies is made at all. It's content is not incorrect, it is just superficial. Given the fact that this is a Grade 6 text, I think that more detailed information (five year plans, collectivization) should have been provided. The teacher's manual does note areas of flexibility in the Soviet economic systems.

The lessons in Unit #3 of The Way People Live deal with different languages of the world and is to be commended on its sensitivity to the fact that languages represent culturally learned patterns. It is also excellent for a cognitive data about the languages of the world. The interplay of different cultures through word borrowing was especially well done. One minor point is the spelling of "czar" on page T313 of the manual. I would much prefer "tsar".

This exhausts the Soviet examples, more attention is again paid to Japan, Mexico, Egypt, etc. One example of the neglect shown to the study of the Soviet Union is with Unit #7 ("The Energy You Use") of Planet Earth where the Soviet Union is not even mentioned as an oil producing nation. The manual (page T328) only notes that it is a heavy user of energy, not also a major producer of oil. The list of oil producers is limited to the Middle East, Venezuela, the United States and Canada. This omission is not terribly earth shaking by itself; but I believe this example is reflective of the general neglect shown to the USSR throughout the series.

The case could be made that the student will have a better understanding of Yugoslavia than Russia after reading these books. Lesson #6 of Unit #3 of The Way People Live demonstrates how modern technology has resulted in villagers acquiring new skills and many of them taking industrial jobs in the city. This lesson does an excellent job of personalizing this experience and on pages 295-296 of the text, a very representative Yugoslavian example is presented as "Edvard's Case". This is compared to an Egyptian and U.S. case presentation and thus Yugoslavia's developing status is compared to a less developed and a developed society. Furthermore the manual (page T336) suggests that the students do comparative research on these three countries.

Lesson #2 of Unit #4 of The Way People Live tells the story of how "Stevo gets ahead in Belgrade" (page 400 of the text). This is one of five personalized examples of the changes in life styles involved with urban migration. The international comparative aspects of the phenomenon are excellent. The manual (page T450) asks the students to recall the other story of a Yugoslavian family ("Edvard's Case") and remember that Edvard's hope was that his daughter would move to the city. The manual might also note that the city Yugoslavian peasants migrate to is often located in a Western European nation.

These two books are definitely weak on Russian and East European examples, but one cannot say the non-U.S. societies and cultures are being ignored. The conceptual comparisons exists, they are just usually made to this particular world area. Also the lack of discussion on the conceptualization on the workings of a system covered in these books, especially in relation of man to the natural environment, is unfortunate.

The repetition of the four basic parts of a culture (language, tools, institutions and beliefs) is easy to follow and effective. The suggestion in the manual for Planet Earth that the teacher is to read something in a foreign language is appreciated. As is the activity of labeling the country of origin of clothes and foods in their homes. This is an important building block for understanding the national interrelatedness of contemporary economics.

Nonetheless there are still numerous examples where specific topics are not adequately compared to situations that exist elsewhere in the world. Political leadership and decision making at the local level seems to be particularly sheltered from non-U.S. examples. The centrally planned economies of the USSR and Eastern Europe could prove instructive in this regard. Also the problems of air and water pollution in the USSR would made a very useful comparison to this problem in the United States since they are the major industrial producing nations of the world. The addition of ideologies to the sections dealing with people's beliefs is advised. The concentration on religious and cultural beliefs is understandable. However a look at Communism as a fully developed system of beliefs would have been useful in generating a greater understanding of the 20th century. (This concept was hinted at in the discussion of the Nazi persecution of the Jews.)

My criticisms are neither with the content nor the lack of international examples, rather it is once more the neglect of this one particular world area. I realize that my view must be considered prejudicial on this issue, but the important role that Russia and Eastern Europe plays in the affairs of the contemporary society, strongly suggest that more attention should be given to the study of these societies. The extensive references to other cultures (especially non-Western cultures) and the bias free presentation of these examples causes me to rate these books as "good" classroom material.

243

Rationale for Reviewing the Content of Social Studies Textbooks in Reference to the Handicapped

Public Law 94-142 is essentially a Bill of Rights for handicapped persons. This law guarantees a free and appropriate education for all school-aged handicapped individuals and further states that this education must occur, whenever possible, in the least restrictive environment (mainstreaming). In order to meet the requirements of 94-142, school districts will have to provide a range of alternative educational services. These alternatives may range from institutionalization to full time "regular" class placement. This means that large members of handicapped students who have previously been in segregated self-contained classes will now be found in regular classes with non-handicapped students.

In a positive vein, Americans have traditionally attempted to provide special assistance and facilities for handicappers. On the negative side, this tradition has had the effect of molding attitudes to suggest a permanency to the establishment of separate educational facilities for the handicappers. The practice of separating handicapped students from non-handicappers has effectively eliminated association and interactions between these two groups. Consequently, attitudes have developed over time that will not be quickly eliminated through the passage of laws or developing procedures and practices to promote the interaction of handicapped and non-handicapped students.

The area of Social Studies has long been viewed as a conveyer of social attitudes, values and citizenship. Therefore, the success of mainstreaming will depend in part upon Social Studies in the schools to assist in modifying attitudes about handicappers, specifically in school settings and in society in general.

It would therefore seem important to pay careful attention to the content of Social Studies texts for the handling of material and information related to handicapper persons.

The evaluation of Social Studies texts for appropriate portrayal of handicappers should be based on the following:

1. Does it demonstrate consideration for the worth and dignity of all handicappers, etc?
2. Does it reflect the many handicapper subgroups of American society, etc?
3. Does it reflect the various role opportunities available to American Handicapper Citizens?
4. Does it reflect the multi-racial character of American Handicapper Citizens?
5. Does it reflect fairly the recognition of the achievements and accomplishments of American handicappers and groups?
6. Does it avoid sex stereotyping in relation to handicappers?
7. Does it avoid handicapper stereotyping, as well as handicapper subgroups stereotyping?
    a. Occupational Role
    b. Family/School Role
    c. Personality Traits
    d. Physical Characteristics
    e. Other
8. Does it avoid slurs on handicappers and handicapper subgroups?
9. Does it avoid erroneous group representation?
    a. Under-Representation
    b. Segregation
10. Does it treat controversial handicapper related issues fairly?

Procedure

This review of selected Social Studies textbooks on the portrayal of handicappers as individuals was conducted by Dr. Percy Bates with the assistance of

Ms. Kathy Okun, Mr. Len Sarwisch, Ms. Myrtle Gregg, Ms. Judy Taylor, and Ms. Michelle Cousino. The reviews were conducted in two group sessions at the Michigan State Library.

The first session consisted of determining a set of criteria against which each of these series could be judged. After establishing these, the group focused its attention on using the criteria to evaluate a given text. Having done so, comparative notes led to the conclusion that the criteria developed were both functional and necessary.

The second meeting consisted solely of a review of the texts and discussion between members of the group as to their findings. As it became more apparent that handicappers were virtually unrepresented in the texts that were reviewed, the conversation turned to places where handicappers might have been included. Agreement was reached as to the final drafting of the reviews, and the group adjourned.

Reviewer #8

Concepts and Inquiry
Allyn and Bacon

Note: While our specific focus was on the Allyn and Bacon Concepts and Inquiries Series (1974), spotchecks of the 1975-1978 A&B materials provided virtually the same paucity of reference to handicappers.

It is difficult to assess the attitudes of the authors and publishers of social studies texts when the texts are almost completely devoid of handicappers. To determine whether this void is due to deliberate omission, benign neglect, or mere oversight is somewhat moot in light of the fact that this lack of their appearance has the same effect on children. If a textbook is to reflect a microcosmic view of the society, and any group is omitted, the children are deprived of a valuable opportunity. Particularly as this regards handicappers, children are denied not only the reality of the existence of people with special needs, but also the chance to discuss one of the themes most central to social studies--that people are all different from one another, and yet are the same in their basic need structures.

The seriousness of these charges is compounded by the fact that Allyn and Bacon spend a great deal of time dealing with social and cultural differences among people. In fact, every grade level is at least, in part, geared towards acceptance of differences between people.

The Review Committee members found themselves straining to identify possible handicaps-to the point where it was debated whether a woman, who was crossing a street, was carrying an umbrella or a walking cane (the umbrella won out by a unanimous vote). The only evidence of any handicappers were two pictures: one of a temporarily disabled caveman--with emphasis on what he couldn't do-- and one of some wounded Civil War soldiers. The paucity of the existence of handicappers was underscored by the fact that very few persons were seen wearing glasses and the only pictures of people with canes and wheelchairs were those who were disabled by virtue of their age and socio-economic status. Surely, a basic level of sensitivity demands greater numbers, coupled with positive depictions of handicappers in the mainstream of American life.

Although the roles of handicappers could be depicted in most any setting throughout the series, particular reference could be made in the studies of community, prejudice, American history, and American and foreign cultures.

Reviewer #8

The Social Sciences: Concepts and Values

Harcourt, Brace and Jovanovich

The fact that the Harcourt, Brace, and Jovanovich series is supposed to present and clarify concepts and values prevalent in today's multi-faceted society is undermined by the complete absence, or ignorance, of the presence and contributions of handicappers. Virtually non-existant throughout all six levels, a reader would not know that handicapped persons existed, let alone were worthy members of society, if one's view was determined by this series. The absolute void of reference to or depiction of handicappers makes a critical reviewer wonder where the people from Harcourt Brace have been keeping themselves for the past several years. Certainly, evidence of the existence of handicappers have been on the rise over the past decade, and emphasis on ramps and other physical modifications of facilities precludes a basic awareness of handicapper needs. This awareness, however, has not been reflected in the singular place where it should be presented--the social studies texts. Essentially, by systematically ignoring handicappers, Harcourt, Brace and Jovanovich have systematically incorporated a bias into their series, one which must be corrected if a true portrait of human needs and culture is to be portrayed.

Some specific sections where handicappers could be easily interjected are in the pictures of families and discussions of needs, as consumers, as active community members, and as sharing unique learning styles and rates with other societal members.

Reviewer #8

The Holt Databank System

Holt/Rinehart/Winston

The Holt Databank is perhaps the most disappointing of the social studies series in its lack of dealings with handicappers, because it promises so much in its multi-skill approach and delivers virtually nothing. Nothing--no pictures of handicappers in the mainstream; no discussions of handicappism in describing the differences among people; no place for handicappers as viable, contributing members of the societies in which they live--can be found in any level of the Databank. This is especially disconcerting when the areas covered within the series are noted: Inquiring About Myself, People, Communities, Cities, Cultures, American History, and Technology. Each of these topics presents a wide array of possibilities for the inclusion of handicappers, both for the reality of their existence and reinforcement of the concept that handicappers are capable of making positive societal contributions.

It is felt that the Databank does a great deal with the integration of skills into the area of social studies. Since this is the case, it seems that Holt can do a better job of integrating all sides of the human experience into its series.

Reviewer #8

Windows on Our World
Houghton/Mifflin

There is evidence that Houghton/Mifflin is cognizant, to some extent, of the existence of handicappers in various societies and roles. Albeit scarce, the fact that recognition is given to the contributions of handicappers, as well as to their day-to-day presence, is somewhat gratifying.

The examples of handicappism needs to be expanded at all levels. Children need to be made aware of the fact that "acceptable" handicaps go beyond those of deaf and blind, or other physically impaired individuals. The mentally and emotionally impaired individuals, so long hidden from sight because of shame, deserve equal recognition. The pervasive impression that handicapped persons are consistently at a deficit in interacting and dealing with other people is reinforced by such terms as "special" vs. "alternate" forms of communication and transportation. It is felt that handicappers should and must be viewed as positive, contributing members of society who are active participants in the process of living.

A great deal more needs to be mentioned concerning handicapper sub-groups. Even handicaps such as people who are overweight or who wear glasses would bring the uniquenessess of individuals more to the forefront. Unfortunately, for the most part, even these simple depictions of handicappers are overlooked. Providing a basis for tolerance and aceeptance of the fact that differences between individuals are a real and viable part of life is essential to an accurate, total picture.

One of the major problems of great complexity is the depiction of handicappers who are dependent on wheelchairs, with "seeing-eyed" dogs, etc. It is necessary for children to understand that, while handicappers may have certain "special" needs, there are many who do not require "special" assistance, and communicate, have mobility, and generally maintain their existence with little or no external dependence, but who have the same set of needs as all other human beings.

Instances abound where handicappers could have been mentioned. Again, it is felt that the best portrayal would have been in the mainstream of the day-to-day process of living. Specifically, however, the sections on human needs in the context of the environment, the way people live (culture), stereotypes, and living with others could easily be adapted to incorporate the needs of handicappers.

"And yet, in the schoolroom more than any other place, does the difference of sex, if there is any, need to be forgotten."

- Susan B. Anthony

In whatever capacity we are involved in the educational process, improving the self-concepts of students is a goal we all share. Over the past several years, we have become aware that there are a number of social biases that are barriers to achieving that goal. Since textbooks and other curriculum materials are major tools of our trade, we have become more and more concerned that such materials be free of bias.

The Michigan Department of Education is committed to providing sex equity in education. This policy was clearly articulated by the State Board of Education on December 2, 1975, when it approved the document entitled, "Guidelines for Eliminating and Preventing Sex Discrimination." This document stresses the need to examine curriculum and curriculum materials for sex bias and stereotyping, and recommends that the task be undertaken.

A number of studies have documented the existence of sex bias and stereotyping in curriculum materials in all content areas. It has been found that many textbooks consistently separate people into two rigidly defined molds, providing unfair and distorted stereotyped role models for both girls and boys. Whether the materials were used to teach arithmetic or science, social studies or reading, music or handwriting, "traditional" sex stereotyped roles were offered as the expected and potential aspirations possible for boys and girls. Role models can be extremely helpful in aiding a child's self-development. However, when a society is rapidly changing and the role models maintain outdated rigidity, they cease being helpful and become, instead, constricting and repressive to human development. Sex biased and stereotyped curriculum materials do not reflect the reality of our changing society and the wide variety of human participation possible by both girls and boys, men and women, without regard to their sex.

Textbooks, used by students daily throughout their school years, deserve our scrutiny for sex bias and stereotyping. It is our insistence that all aspects of our educational system must provide the full range of human potential and options available in this society to all of our students. Curriculum materials must support this concept, not contradict it. Discriminatory curriculum materials which support and reinforce restricted options because of one's sex have no place in our schools. Because we are convinced that equity is a crucial ingredient of excellence, it is hoped that this evaluation of sex bias in elementary social studies materials will be helpful to educators in their efforts to achieve sex equity in their schools.

Reviewer #9

Concepts and Inquiry
Allyn and Bacon

Grade 1 - Our Country, Amelia Earhart, De Soto, Admiral Byrd, Captain Cook, John Glenn, Balboa, Columbus, Estevan, Magellan, The Norseman, Cousteau, Peary and Henson, Henry Hudson, Marco Polo

Grade 2 - Our Community, Australia and the Aborigines, Alaska and the Eskimos, An Historical Community: Williamsburg, Virginia, A Military Community: Fort Bragg, North Carolina, An Apple-Growing Community: Crossett, Arkansas, A Steel-Making Community: Pittsburgh, Pennsylvania, A Rural Community: Webster City, Iowa

Grade 3 - The Making of Our America, The Metropolitan Community

These are very interesting, attractive books. The program combines teaching concepts with stories about communities and history. Perhaps the next edition will embody changes in the representation of males and females to reflect more adequately the relative numbers of both in the population and the variety of roles both sexes play in the world of work and leisure. In Alaska and the Eskimos the question is asked: "Will the changing role of women cause culture shock?" (p. 145) There is no danger of culture shock in these books.

Though there are almost no gender-identified jobs(policemen, fireman) in the text of these books, the illustrations show males and females pretty well locked into traditional occupations. Moreover, the vast majority of the workers depicted are male. Men wear hardhats, weld, work in factories, collect garbage, log, and serve as foresters. Nearly all the military personnel are male. One female police officer is shown; the rest are male. The same is true of fire-fighters. Nearly all city officials are male, and there is just one female judge. On the other hand, though there are some male teachers, most of the teachers are female. There are no male nurses, a few male typists. In some of the biographies - John Glenn, Jacques Cousteau, Admiral Byrd, - all the workers are male. The token female dentist and letter carrier do not outweigh this impression of stereotyped jobs and male predominance.

Contemporary school and family life is not depicted much in these books. Our Country (pp. 0 & 2) begins well by choosing several families in which there are no fathers, but the nuclear family quickly becomes the norm. Male and female children help with housework, but Mother is in charge and Father does only yard work. Mothers interact more with children, and do all the disciplining. Though it is stated that mothers and fathers work, no working mothers are shown. (Our Country, p. 14) The children's leisure activities prepare them for a bifurcated world: boys and girls tend to play in uni-sex groups. Boys engage in sports and go camping, while girls play house and jump rope.

Personalities are not much in evidence in these books. The male explorers and the one female explorer show courage and determination. The only evidence of children misbehaving is two boys fighting in Our Country, p. 27. Men also do all the fighting in the wars.

Girls are shown in shorts and pants, though they usually wear dresses at school. Adult females wear dresses a great deal, even, in one case, on a picnic. (Our Community, p. 54) There are no references to appearance.

Underrepresentation of females is the most serious problem with this series. The tone is set in the first grade, when the children are given fourteen biographies to read of these, thirteen are male. Amelia Earhart is the only female and, in fact, the only female subject of a biography in these texts. The biographies are of explorers, who were, undoubtedly, predominantly male. Perhaps a series treating people of a different sort could have been chosen. Some of these books contain no women at all, and the treatment of what women there are is somewhat demeaning: Queen Isabella is shown with long eyelashes looking almost as if she were flirting with Columbus; the face of the wife of Eric the Red is never shown, nor are we told her name.

Scarcely any women appear in the history portion of the texts. Occasionally in the third grade texts the students are given the names of people about whom they might like to learn more. These lists are always predominantly male; for example, on page 257 of The Making of Our America there are six pictures of interesting Americans, of whom two are female and thirty-three names, of which nine are female. One quarter of the famous Black Americans named on page 167 of The Metropolitan Community are female.

Despite this absence of female figures in history an excellent effort is made to remind students that women were on the scene and that they labored under some disabilities. In the Williamsburg book the question is asked: "Could women, slaves and children be Representatives?" (p. 55) The same question is asked in The Making of Our America again about Virginia, and about the Puritans, the Continental Congress, and the post-Constitution United States. It is made clear that women were settlers and pioneers, and they are shown doing necessary tasks. In connection with the Jamestown Colony, it is noted that the first settlers were all men, who sent for their wives; the question is asked: "How would women and children make a difference in a colony?"

The language is very carefully gender neutral almost throughout. The cultural environment is defined in nearly every book as "Things made by people." It is therefore somewhat of a shock to find it defined in the glossary of The Metropolitan Community as "man-made." Sometimes this neutrality is carried too far, as when in The Making of Our America Robert Fulton is described as the person who invented the steamboat. (p. 198)

A great deal of care and imagination have gone into these books and there are many interesting people and communities discussed. It is a shame that the authors did not take care to make the books reflect the changing roles of men and women in our society. It is also too bad that the interesting use of women in history was not paralleled by the seeking out of worthy women to treat in depth. A teacher using this program would want to add supplementary material to make good this lack.

Grade 4 - Agriculture: People and the Land, 1975
Industry: People and the Machine, 1975
The Indian Subcontinent, 1976

Grade 5 - Ancient Civilization, 1975
Four World Views, 1975
Greek and Roman Civilization, 1975
Medieval Civilization, 1975
Lands of the Middle East, 1976

Grade 6 - The Age of Western Expansion, 1975
New World and Eurasian Cultures, 1975
The Interaction of Cultures, 1975
Lands of Latin America, 1976

These very interesting books cover a variety of cultures and times. Their accounts of male dominance and sex role stereotyping in the past and in other societies are undoubtedly accurate for those places, and the ratings designed for covering contemporary society are not, therefore, appropriate. It is, however, appropriate to pay attention to how the authors handle sex roles in those ancient and different cultures.

Agriculture: People and the Land, and Industry: People and the Machine do deal with contemporary society. Of the few workers besides farmers shown in the first book three are female - typist, nurse, cashier - and two are male - a scientist and a man with a briefcase. It is notable that throughout this book, though there are pictures of farmers, none is particularly identifiable as male; and the terms used are always on the order of "farm families, farmers." The one clue that women don't actually work on the farm is provided on p. 227 describing the good life of today's farmers: "Today, farmers work the fields with huge machines...Women work in the community." This notion that women shouldn't be involved in farming is a theme in all the books which deal with developing countries; a criterion of mechanized, scientific farming is whether the whole family has to work the farm. Women, it seems, do not belong in the fields or in those huge machines.

The second book shows males in a huge variety of occupations, women in only a few. There are a few bows to the nontraditional for women - a female dentist, engineer, and firefighter. No males are shown in nontraditional work. This overrepresentation of men is worst in the photographs but it also occurs in sketches as on pp. 104-107, showing how a new car model is designed, or even in a dress factory where men hold three of the five jobs shown (pp. 81-82).

The only other of these books for which occupational roles were rated was Lands of Latin America. In this book the writers state that, "In many parts of Latin America, however, women's role is changing. While many women stay at home, many now go to college. They work in schools, offices, and hospitals." (p. 39) This assertion is not borne out by the text or illustrations One women is shown in a hospital. Otherwise the working women are peasants engaged in various types of agriculture.

Family and school roles are barely shown in these books. There are a few non-stereotyped activities - boys and a girl run a lemonade stand (Industry, pp. 154-157) and a girl tells her siblings how to make a birdhouse (ibid. p. 239). A story about a cruel stepmother in Agriculture seems an unnecessary perpetuation of a stereotype; a questionable stereotype appears in Four World Views: "Some people say that no mother has to be taught to love her baby." (p. 6)

There are a few instances of personal appearance being discussed; some concern men and some concern women. It is doubtful that primitive females had longer hair than primitive males. (Agriculture, p. 15)

It is not true to say that the role of women in history is ignored in these books. Women are brought in where the authors perceive that they played a role. For example, a Chinese girl discovers silk (Industry, p. 56); "the first producers of food were probably women" (Ancient Civilization, p. 22); Deborah was a judge in Israel, (Four World Views, p. 102) though nothing more is said of her; and a Roman emperor was poisoned by a woman in his household (Greek and Roman Civilization, p. 126). As for actual named historical figures, the author's imaginations appear to stop with queens - Isabella, Elizabeth I, and Victoria - and prime ministers - Indira Ghandi and Golda Meir.

This invisibility of female actors in history is occasionally accounted for by mention of the low status of females in the various societies discussed. Thus, for example, in Sumer, and in Greece, it is noted that women, children, and slaves had no political rights. Nothing is said about what life in Greece, Rome, China, and Japan, in particular, was really like for women, nor is the importance of women in later Rome mentioned. Amelioration of the role of women is also mentioned where appropriate. Thus, Muhammad improved the lot of women in Muslim society (Medieval Civilization, pp. 44 and 45). The same book states that chivalry improved the lot of women by teaching that they should be protected by men (p. 88).

The text in these books is nearly 100% gender neutral. There are some exceptions, however: "forefathers" is used in place of "ancestors", particularly when discussing patriarchal societies; "king and queen" instead of "monarch," and "sons and grandsons" in place of "children." "Cowhands," however, replaces "cowboy."

These books contain more good passages than it is possible to detail here, and it is too bad that they underrepresent women so badly that they cannot be wholeheartedly recommended. A new edition with better illustrations and more thoughtful attention to placing women in history would be welcome.

Reviewer #9

The Social Sciences - Concepts and Values

Harcourt, Brace, and Jovanovich

These are handsome books with many colored illustrations to make them visually attractive to children. Interesting activities are provided and there is never any suggestion in the texts that boys might like to do one thing and girls another.

Unfortunately, sex role stereotyping is evident throughout, in the world of work, in the family, and in school. This stereotyping is shown in the illustrations and in the text. The foreign and historical societies portrayed in these books were not rated for stereotyping, because, presumably the portrayals are accurate reflections of life there. It should be noted, however, that sex role stereotyping in these societies is severe, and in only one case is there any discussion about it.

The world of work in these books is nearly all male. The farmers, explorers, astronauts, physicians, firefighters, law officers, paper carriers, and city officials - to name just a few occupations shown - are all male. On the other hand, nearly all the teachers are female. Of the working women depicted, a large percentage were involved in jobs associated with the production of clothing.

Particularly offensive is the treatment of working mothers. In the second book a picture of women in a garment factory is captioned: "These women make clothes Rusty may wear. Rusty's mother works long hours. She doesn't have time to make Rusty's clothes." (p. 118) In the third book: "Both of Joe's parents work. That means Joe is home alone much of the time." (p. 27) Also in the third book a girl has some household jobs because both parents work and this may interfere with her joining the Brownies. (p. 88) The implication is clear: a working mother spells deprivation for the child. (These are the only working mothers in these texts.)

At school, boys and girls work and play together frequently, though the nature of their participation must be somewhat different, since the girls are invariably wearing dresses. In fact, in a school play in Book II, the boys are all reindeer and the girls are all angels. In their private lives, however, girls play hopscotch and jump rope, while boys ride bicycles, go camping and play baseball and basketball. They learn skills from their fathers and from male leaders in Scout troops; the skills they learn include camping, carpentry, and sports. The girls learn the skills of cooking and sewing from females.

This division of roles is observable in other aspects of family life. Shopping, for example, is done by females. Females do almost all of the housework. Males mow the lawns, make repairs, and drive cars. Mothers interact with daughters, fathers with sons.

Stereotyping of personality traits is not much of a problem in these books, mostly because there is very little personality. As indicated, however, males tend to do active things and females passive. There are several instances of females watching active males. The only instances of concern about dress or appearances are connected with females, sometimes in a positive way as when, in Book III, the girls protest a rule that girls cannot wear jeans to school. There is little or no segregation in these books, except as mentioned, in games.

Stereotyping of appearance is severe in these books. As mentioned, the females are invariably in dresses. One little girl in a pink dress and fluffy white coat is picking up trash, very carefully. (Book III, p. 191) Adult females in dresses feed chickens. The males on the other hand, often look scruffy. It is interesting to note that boys around the world wear shorts and shirts, while the girls wear their national costumes.

There are more males in this book than females, both in the pictures and in the text. Males are shown doing more different things; and where there are brief stories about typical children from the U.S. or other countries, there are more stories about males than females. The only historical woman is Nokomis. The generic "he" is used throughout and, if not, the pronouns are invariably "he or she," "his or hers".

These generalizations hold entirely true for Books I and II. There is some opening up in Book III; it is as if the children, accustomed to stereotyping in their school and recreational reading are now ready for some taste of the complexity in the real world. Thus, the book mentions in several places that women wanted to vote and campaigned for the right to vote and be represented. There is a picture of a woman running for Congress. One father with a working wife helps with cooking and washes the floors. The story about the Puritans discusses the limited role of the Puritan female and asks "What might have happened if a Puritan woman or girl decided she wanted to do some of the jobs the men and boys did? Do you think the rest of the community would have let her?" It also calls for discussion about the notion that there are jobs that males or females cannot do. Very good.

This same story also contains an offensive section. After emphasizing the importance of the work done by housewives, it then continues: "Of course, you know that not all people do their work well. Not all women in the Puritan community were good housewives. A few of them were lazy. The Puritan community did not approve of a lazy housewife. In church, the minister might shake his finger at her and give her a scolding in front of all her neighbors." This instance of the subordination of women is not matched by any example of what happened to lazy men and is totally unnecessary.

In summary, these books may have virtues as teaching instruments, but they should be used only by teachers who are sensitive to sex role stereotyping, who can point out instances of it, and help the children to remember that the real world is not like the world the textbooks portray. How much easier it would be just to have good texts in the first place!

Reviewer #9

The Holt Databank System

Holt, Rinehart and Winston

These books contain a great deal of technical, impersonal materials, dealing with, for example, maps, climate, city planning and pollution. Pictures and text were rated for sex role stereotyping where applicable. The first two books were particularly colorless, and a review of the audio visual materials is probably necessary to get the flavor of the program for the first two grades. The third text is much more varied and interesting.

The world of work shown in these books is mostly male, but females are well represented and appear in such roles as reporter, city planner, hardhat, and letter carrier. Both men and women are portrayed with briefcases, and a female executive dictates to a secretary. (Inquiring About Communities, p. 108) That the secretary is female illustrates a shortcoming in the portrayal of the world of work: there are no males shown in nontraditional occupations, such as nursing and secretarial work.

Schools are hardly shown in these books; when they are, the teachers may be male or female. Family life shows males and females in a variety of roles. Mothers and fathers and boys and girls do housework and participate in child care. There is a non-traditional family in which the grandfather does the housework and the mother works as an engineer; for fun, the mother takes the daughter to a professional basketball game. The lack of stereotyping extends to other leisure activities. Thus, girls ride bicycles and do carpentry and play marbles. There are both Cub Scouts and Brownies. As is the case with occupations, boys are not shown in nontraditional activities.

These books do not indicate much about people's personalities. It should be noted, however, that the only person who cries is a boy. (Inquiring About Communities, p. 124)

It is always possible to distinguish between males and females in the illustrations in these books; the females have distinctive hair styles and decorations. Both sexes are, however, always appropriately clad with dresses worn mostly for school. In a picture illustrating children of today the boy and the girl are dressed in virtually identical clothes. (Inquiring About People, p. 35)

Underrepresentation of females is a problem in these books, especially in Inquiring About People and Inquiring About Cities. Both books contain more stories about males than females. The first book contains a long story about loggers (pp. 76-83) who are all male. In Inquiring About Cities no female historical figures are mentioned at all, though it is noted that Henry Ford's wife helped him. (p. 201) The pronouns are in most cases neutral. A few male nouns are used: policeman, watchman.

Segregation is not a problem in these books.

Segregation is not a problem in these books.

These texts represent an admirable effort to portray a world in which males and females - especially girls and boys interact in a spirit of equality and respect. There are adequate role models for females who desire to enter the world of work and for males who wish to participate fully in family life. More effort could have been made to ensure more female representation in the stories and to have sought out females who played a role in our history. Still, if the supplementary materials reflect the spirit of these texts, this series should give students a good understanding of the modern world.

Reviewer #9

Windows on Our World

Houghton and Mifflin

1. Things We Do 2. The World Around Us 3. Who Are We?

These are colorful books with very contemporary illustrations, depicting "counter culture" as well as "straight" families. It was sometimes impossible to determine gender from the illustrations of adults as well as of children. In fact, the illustrations are so outstanding that one receives an overall impression of nonsexism which is not justified by some aspects of these texts.

There are some nontraditional figures in the world of work - a female in an auto plant, a female gas pumper, a female judge, and a male typist - but on the whole the world of work is entirely traditional and male dominated. Men wear hardhats, work in factories, collect garbage and drive trucks. Some jobs are obviously reserved for men: firemen, postmen, lobstermen. The teachers, of whom many are shown, are nearly all female.

On the whole, boys and girls in these books participate in the same activities: various ball games, riding bicycles, rollerskating. Hopscotch and jump rope do not appear to be the exclusive province of either sex. Both boys and girls help with childcare and household chores.

Parents have somewhat more stereotyped roles. Mothers comfort and discipline and mete out chores. In Who Are We, it falls to the mother to tell about both death and birth. (It may be that these are single parent families, of which there are several in these books.) Fathers are more apt to be depicted playing with children. Mothers do most of the grocery shopping and housework; fathers do yard work, sometimes with female help.

The reason for the absence of women from the world of work may be that it is too hard on their children. The only working mother in these books has a son whose reaction is: "My mother has a job, so I have to let myself into our house every day after school. I'm afraid to be alone." (Who Are We?, p. 218) (The appearance of the house suggests that the job doesn't pay very well.)

There is a great deal of discussion of emotions in these books, good feelings as well as bad. Both males and females are shown being sad and lonely as well as loving and happy. Boys and girls fight and men and women have arguments. Adults are also shown loving each other, which is rare for school books.

The underrepresentation of females in these books occurs largely in the world of work; the stories and illustrations about children appear to be very balanced. The text is almost entirely gender neutral, although in some cases attention is unnecessarily drawn to gender: "the man in the picture." Some of the stories are written in the first person, an excellent device for allowing both boys and girls to identify with the central character.

These books offer very positive role models for boys and girls in their daily lives. The texts could be improved by showing a greater variety of jobs to which they can aspire and more indications of this fact of the real world: mothers have jobs. An alert teacher should be able to make good these lacks.

Reviewer #10

Windows on Our World

Houghton and Mifflin

4. *Planet Earth* 5. *The United States* 6. *The Way People Live*

These books contain a great deal of technical and impersonal material, especially *Planet Earth*. The roles played by males and females were rated on the basis of applicable text and pictures.

The world of work shown in these books is largely male, and males hold the greatest variety of jobs. Men work in factories, as police officers, and with computers. They fly airplanes and are scientists and mechanics. All elected government officials are male. Females appear to own a great deal of property: an apartment building, a dental supply company, a bakery, a pizza restaurant, and a travel agency. The pictures of the New York Stock Exchange are all male, but a possible female stockbroker (Pat Russo) explains how it works. (*The Way People Live*, pp. 346-347) Females appear as a riveter, a carpenter, and a letter carrier, but these nontraditional jobs are exceptional enough to appear token. No males are shown in nontraditional jobs.

Things may be different in the future. In *The Way People Live* a female science professor moderates a television panel consisting of a female astronomer, a male geologist, a male anthropologist, and a female and a male science fiction writer. (pp. 123-126)

The children in these books are being prepared for a non-stereotyped future. Boys and girls engage in sports, vigorously. Girls are shown in interesting activities, such as building a clubhouse (for which they stole the lumber!). Both boys and girls cry, as do adults of both sexes. There is almost no housework shown in these books, except grocery shopping and child-care, both mostly done by women and children.

An outstanding feature of these books is the recognition of family patterns other than nuclear. The text discusses single parent families and says an increasing number are being headed by males. (The United States, p. 109) Stories depict families headed by the mother, the grandmother, and the father. There is even an apparently unwed mother (ibid, p. 111). Also discussed are monogamy, polygamy, and polyandry, and matriarchal, patriarchal, and equalitarian family structures; students are asked to state which kind of family they think best. (The Way People Live, pp. 63-64)

A discussion of the role of "mother" suggests that people other than the biological mother, including males, can do the job of mothering. (The United States, p. 104) Still, it is a deprivation to have a working mother. "many mothers worked, and the youngsters were often left by themselves." (ibid, p. 139) Also, mothers interact with children more than do fathers, and parents interact much more with children of the same sex. An exception is the remarkable story about the girl who helps her electrician father and considers becoming an electrician herself. (ibid, p. 121)

Many more of the stories in these books are about males than females, a totally unnecessary imbalance, since the characters in the stories are mainly fictitious. Although the language is largely gender neutral, there are occasional male nouns and pronouns: cowboy, fisherman, craftsmen.

The history is nearly exclusively male with women mentioned almost entirely in connection with being excluded from government - in the United States (The United States, p. 259), among the Aztecs (ibid, p. 195), and in Athens (The Way People Live, p. 110). The appearances of women in history are connected with the women's rights movement (The United States, pp. 396-399); and the discovery of agriculture, to which a handsome tribute is paid:

> "It is too bad the names of the women who discovered farming are not known. Certainly these women deserve honor. The discovery they made probably triggered more changes in the human way of life than any other." (The Way People Live, p. 100)

If the names were known, it is possible they would not appear in these texts, since of all the women who played a role in American history the authors can find room for only Phyllis Wheatley, Carrie Chapman Catt, Ida Tarbell and Frances W. Harper.

Stereotypes are discussed in The Way People Live, and some of the stereotypes concern sex roles: "Girls are neat and quiet. Women are the best cooks." The students are asked to discuss the validity of these stereotypes. (pp. 148 and 149) Very good. The authors might consider that they perpetrate at least one stereotype themselves: in The Way People Live it is asserted that "In prehistoric times . . . men did the hunting." (p. 92) Yet in The United States Osage Indian "women also went on the hunt." (p. 189)

Children of both sexes in these books participate equally their activities. The same cannot be said of the adults, past or present. Students using these texts will not receive an adequate picture of the range of possibilities open to men and women in today's world, or of the contributions made by women in the past. A revision is needed.

274

Reviewer #10

RATIONALE

1. Bilingual education is the use of two languages, one of which is English as a medium of instruction, and the program also incorporates into the curriculum two cultures, one of which is the culture of the child from a non-English background.

2. Because of the decision in the case of Lau vs. Nichols, bilingual education programs were developed to provide equal access to education for all limited English-speaking youngsters.

3. The Michigan Department of Education is required to assist local school districts in identifying and serving their limited English-speaking students.

4. Bilingual education programs provide intellectual, social, and psychological experiences for children from non-English speaking backgrounds for a more effective learning environment.

5. The bilingual learners, through the social studies curriculum, should be able to recognize, distinguish, and arrive at a solution for the myriad of social problems which are a part of their every day life and environment.

6. Social studies should, ideally, seek to make social critics of children.

7. Social studies is the logical and appropriate area in which to deal with problems of discrimination and alienation.

8. Children must be provided with opportunities to gain an understanding of their own cultures as well as the cultures of others.

9. The development of materials in other languages is crucial to the implementation of bilingual programs.

10. Publishers need to expand curriculum development to include other languages.

CRITERIA FOR REVIEWING SOCIAL STUDIES MATERIALS FOR BILINGUAL PROGRAMS

The series of materials were reviewed using the existing criteria developed by the Social Studies Department. Each item was considered from the point of view of a bilingual educator. This meant that the criteria was viewed in terms of matching the characteristics of the teachers, learners, and communities of bilingual programs (urban and rural populations, diversities of ethnic groups represented in the state of Michigan, bilingual programs and diversity of teachers working in bilingual programs) who would ultimately use the materials to the instructional-design elements of the series. Other specific considerations were as follows:

1. Did the writers include or consider the goals of Bilingual Education?
2. Did the writers include or consider the goals of bicultural/ multicultural education?
3. Did the writers provide for teacher training especially in the study of culture whose components include a wide variety of subjects?
4. Were provisions made for the inclusion of bilingual instructional methodology? (Techniques in ESL for example to help students of limited English language proficiency?)
5. Did the writers make provisions for the inclusion of parents?

For purposes in determining goals of bilingual education the reviewer used the Guideline for Bilingual Education in the United States and State Certification for Teachers for Bilingual Education, publications from the National Center for Education Statistics.

Reviewer #10

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

The Social Sciences series, while it presents an excellently organized format, could not be readily adapted to a bilingual/bicultural program. The series fails to take into consideration the characteristics of the populations that would be served in a bilingual education program. The reviewer felt that the writers of the series included statements that made references to the usage of these materials in a bilingual program as an afterthought and were not carefully planned nor reviewed for its appropriateness to bilingual programs. This is evident when the writers make references in the teacher's manual to have bilingual students translate for those students of limited English proficiency. This is not an appropriate teaching method. While it may be a good exercise for the bilingual student to use his/her language skills, important concepts and learning processes would be lost for both.

The content of the series consists of subject matter organized "around key concepts drawn from recurring patterns of human behaviors." Student activities however continue to focus on recurring examples of past social studies approaches. This includes the following:

Little usage of student's own family life styles and experiences; thus, some very important contributions that minority students could make are lost in the attempt to accomplish a goal or objective. Most of the methods used are geared to specific subject content. The teacher's manual reads as a cookbook.

There is a traditional presentation of the concept of family. The writers do not provide for different life styles of minority families. Students are led to believe that all minority families live as indicated in the text. Consideration needs to be made as to the fact that a Spanish speaking family in Adrian would be different from a Spanish speaking family in Detroit.

Little use if made of pictures of Hispanic people throughout the first four series.

There is a traditional presentation of Puritan life styles. The series seeks to develop the idea that the United States was founded by Anglo Saxons, neglecting to contrast the earlier development of this country in the southwest, life of family in the southwest, etc.

There is little discussion of other than traditional Anglo family life styles such as Native Americans, Mexicans, etc. Trials and tribulations of Puritan families are presented. However, no discussion of trials of other family groups.

Traditional presentation of the explorers of the Southwest is made without any mention of the accomplishments and trials they faced during the expansion process.

Discussion of a common language on page 148 is misleading. It reads as if only one language was spoken in North America. However, one has to re-read the passage to understand that the language referred to was the one main language spoken on the East coast of North America. This attempts to give an indication of the superiority of the one language. In a bilingual setting children reading this passage may not see value in their own language. A better strategy might have been to present the usage of the language, the richness of the many languages spoken in the United States by earlier people, the value in speaking two languages, etc.

Some misleading statements in terms of historical data is included. Authors seem to continue to perpetuate many of the errors of the past. For example, the presentation of California creates what Carey McWilliams calls the "Spanish Mystic" in his book North From Mexico. Students in a bilingual/bicultural setting may be made to feel that being Spanish is more valuable than being Mexican. Little credit is given to the contributions of the Mexican people in the Southwest. A review of the gold rush, for example, never indicates that the original laws on mining in the United States were based on Mexican mining laws.

Culture in the series is presented throughout the levels moving the student from his/her immediate environment to further distant lands. The writers attempt to present as many cultures as possible but often neglect to mention important contributions and accomplishments. Additional resources are limited for the teacher.

The one item missing is the involvement of parents in the program. Communication between teachers and parents to include valuable experiences and backgrounds of students is missing.

Overall the series may be included but in view of the student activities presented, the reviewer would not recommend it for a bilingual/bicultural program.

Reviewer #10

Windows on Our World

Houghton and Mifflin

Windows on Our World presents a well organized series with an excellent format. Supplementary materials are annotated for teachers. The writers make use of media materials and visual aids. Writers describe the units of study, organization, philosophy and cognitive development in social studies skills in an excellent manner. However, its appropriateness to a bilingual setting presents some difficult issues to solve. The writers make little provisions for students who in the earlier grades may be limited in their English speaking ability and even more limited in their reading comprehension. Lessons presented did not include suggestions for application. The reviewer felt the lessons were inactive for students. The student is a passive receptive learner instead of an active participant in the learning process. For example, this becomes evident as activities are developed that require students to look at a chart depicting foods and holidays. The students are asked to name those holidays they celebrate and food they eat. However, the chart excluded Hispanic foods and holidays. It makes no mention of these in the charts. Children in a bilingual setting would have little use for preconstructed charts. The writers could have suggested making a chart that represented those students in the class. This would have opened up the activity to include a wide variety of possibilities. This example is only one in many found throughout the books. The reviewer was concerned with the lessons presented and the activities developed.

No provisions were made for teacher training in the use of the materials. For all practical purposes, the writers seemed to have felt that this process was not necessary in view of their organization and format. However, the use of such materials in a bilingual program would require extensive teacher adaptability and time to modify many of the lessons to fully accommodate the varying levels of English speaking individuals and experiences represented in a bilingual/bicultural setting.

The reviewer did find suggestions for parent involvement in this course of study. This was an excellent idea. However, again no provisions were made for translating such materials for parents from an environment where a language other than English is spoken, read or understood. This left much preparation for the teacher. In view of many recent statistical studies that indicate that teachers use published materials extensively, the teacher in a bilingual setting would have to again revert to creating and finding many of the needed resources to adequately adapt these materials in a bilingual setting.

As the reviewer studies the series, some levels of Windows on Our World appear to be well developed. For example, the reviewer was particularly impressed by the 6th level book, The Way People Live. This book presented great possibilities of using it in a bilingual/bicultural setting. Objectives were related to student interest, on-going media events, and happenings in the student's every day life. The lessons sought to involve the student in a very concrete manner, thus becoming an active participant in his/her own learning process. The writers provided teachers with excellent ideas for helping students understand and solve complex issues. Thus, the application of the social studies skills related to problem solving and using inquiry methods were implemented. Values were presented in an open manner that made it easy for the students to examine their own cultural values. It was interesting to note that the writers of this book included a teacher consultant from a Hispanic background. In view of the total series, however, it would be difficult to recommend this series for a bilingual/bicultural setting without extensive adaptation to meet the requirements of bilingual education.

Reviewer #11

RATIONALE FOR REVIEWING SOCIAL STUDIES TEXTBOOKS IN REGARD TO THEIR APPROPRIATENESS TO GIFTED AND TALENTED STUDENTS

Any social studies textbook must meet such over-all requirements as accuracy, clarity, attractiveness, comprehensiveness and student appeal. But in addition to being considered from such general characteristics, a social studies textbook should also be considered in terms of its appropriateness for a broad range of students, including the slower learner and the academically talented or gifted learner. Too often, while a textbook may be considered acceptable for the average student, it may be glaringly inadequate for the exceptional child.

It should be stated at the onset that no one series of social studies texts can adequately meet the needs of the gifted and talented student any more than a single series can meet the needs of the slow learner. Any text must be supplemented with a wide variety of reference and/or trade books. The library (or the media center) is a more appropriate vehicle for instructing the gifted than is the single textbook regardless of content area or publisher. Nevertheless, since the single text is the basis for social studies instruction in many Michigan classrooms, it seems reasonable that social studies texts be reviewed in terms of their ability to meet the needs of the gifted and/or talented student.

In the following reviews, the needs of the academically talented or gifted learner are of particular concern. This concern has been reflected in Michigan through Section 47 of the State Aid Act which provides funding on a competitive basis for programs for the gifted and talented.

Over the past five decades, evidence has accumulated that gifted students have very distinctive educational needs. These students often not only learn more rapidly and are able to deal with more advanced material earlier, but they often are able and want to deal with more abstract material than their age peers. Also, gifted students often wish to explore ideas and concepts at greater depth and are more likely to want to probe, to investigate, and to question more extensively than the average student. Further, these students have been found to have highly individualistic learning styles. While the average learner may do best in learning situations that are highly sequential in nature, gifted learners are apt to take cognitive leaps and favor less tightly structured materials and learning environments. They also tend to reject repetitive learning. In addition, the gifted student typically has a very broad range of interests and a generally larger fund of information, and he/she often has a broader background within which to place educational material or activities. Finally, gifted learners are often more independent and self directed in their learning.

It seems reasonable, then, when one is reviewing a social studies textbook that the reviewer take into account how well the book will accommodate those characteristics associated with gifted learners.

Obviously, a basic social studies textbook cannot accommodate only gifted students. But any textbook should include at least some elements that will make it appropriate for the more advanced learner.

A variety of activities may be used instead of a regular assignment. Longer time periods may be permitted.

Students learn more rapidly with little need for repetition.	More material can be presented with little repetition needed.
Students often have a wide range of interests, a wide breadth of information, and enjoy pursuing topics in depth.	Students may need to have additional resources provided on certain topics.
Students may be self-directed, enjoy independent study, and because of a longer attention span, resist change to new activity when involved in a project.	A variety of activities may be suggested to be done instead of a regular assignment, in addition to, or one that is on-going to pursue an interest or problem. Longer time periods may be permitted.

It is true that qualities associated with gifted learners may also be found in more average learners, and, indeed, these qualities undoubtedly should be encouraged in all learners. Nevertheless, these qualities appear so strongly in most gifted learners that a social studies textbook written only with the average youngster in mind must surely fall short in terms of the needs of the gifted learner.

Reviewer #11

Concepts and Inquiry

Allyn and Bacon

Concepts and Inquiry, the Education Research Council Social Science Program, is published by Allyn and Bacon. Its materials range from Early Childhood through Grade Eight, however, only the K (Early Childhood) through Grade Six materials will be commented upon. The format of the texts, several attractive booklets, plus filmstrips and other supplements such as the fourteen enrichment booklets recommended for grade one, augers well for its usefulness to teachers of the gifted and talented. It is a flexible program. The questions and activities are designed to help children master higher level thinking skills as they are urged to observe and experiment, form and test hypotheses, interpret facts and make practical judgments.

As for higher level thinking skills, beginning as early as grade one, the materials begin asking students to make applications. An interesting sidelight in these materials is that questions are coded so that students may choose an "easy question" or "a harder question - more thinking needed." Really quite a pleasant accommodation.

The reading level often appears to be somewhat higher than the recommended grade level might be able to accommodate. This is, of course, an advantage to the academically talented student.

Beginning as early as grade one, photographs and illustrations are reflective of our multicultural, multiracial society. Dick and Jane, indeed, are gone or, if not gone, no longer have exclusive rights to the pages of our texts.

The selections which appear in the enrichment booklets which are part of the material recommended for grade one suggest that the publisher is aware of the need to provide multi-ethnic and non-sexist role models including, as they do, Matt Henson, Estevan, and Amelia Earhart as well as Robert Peary, De Soto, and John Glenn.

The Grade 2 materials which center on the study of community have an intriguing organization in that six booklets are provided each dealing with a different type of community: An Historical Community: Williamsburg, Virginia, A Military Community: Fort Bragg, North Carolina, An Apple-Growing Community: Yakima, Washington, A Forest-Products Community: Crossett, Arkansas, A Steel-Making Community: Pittsburgh, Pennsylvania, and a Rural Community: Webster City, Iowa.

These materials are designed to follow an introductory unit on the nature of communities. This organization permits the introduction of a wide range of information (from Colonial wigmakers to how bees help make apples) while maintaining a comparative structure which permits students to see relationships as clearly as possible. Since each booklet is a separate publication the teacher has maximum flexibility both in the communities selected for study and in the student grouping methods used.

As for a concern for the moral and ethical dimensions of questions mentioned on the "Evaluation Criteria" checklist, consider this quotation from the teacher's guide for American Communities recommended for grade two "...we should also help the pupils to reinforce their appreciation of the moral values that sustain our society. In particular, emphasis should be given to the dignity and worth of every human being; to ideas of fairness, justice, service to one's fellowman,

BEST COPY AVAILABLE

loyalty (to family, friends, community, nation, and to God), and freedom in its full sense of rights balanced by responsibilities and duties."

The teacher's guides are an extraordinarily rich source of diversified activities. Consider this very small sample of activities listed for the "Loblolly Pines" segment of "A Forest-Products Community":

> Children have many types of toy machines nowadays. Let volunteers bring crane, truck, cat tractor, etc. to help demonstrate the process of harvesting. Simulated logs may be made from paper or clay. Perhaps some child's family has a power saw. Have the child tell about it.
>
> To make sure that pupils understand the use of the term harvesting, recall the process of picking apples or ears of corn when they are ripe (as in Yakima and Webster City). Encourage comment on the machines and tools used by farmers and lumbermen.
>
> After the class has studied the sequence of harvesting, a group may volunteer to make a movie entitled Harvesting Trees. Each child may choose the scene he wishes to draw, paint, crayon, or chalk and prepare a script to go with the picture. Assemble the scenes. Present to the class and keep for a culminating activity.
>
> The harvesting sequence may also be done using an accordion fold. (See "The Accordion Fold" under "Supplementary Activities" for this chapter.)
>
> Wall's book, *Gifts from the Forest* (see *Resources*), has many large photographs showing tree harvesting. The filmstrip Redwood Lumber Industry: *The Lumber Mill*, from the "Forest and Forest Products" Series (see BFA in *Resources*), traces the journey of logs from a millpond through a lumber mill.

The suggestions go on to emcompass poems, creative writing, research projects, discussion, construction, and writing correlation. Teachers should have no difficulty in matching student learning styles and interests to some meaningful activity.

BEST COPY AVAILABLE

Students are introduced to ideas in a preface entitled, "Ideas About Ideas." This preface, itself is introduced by a poem entitled, "What Are They". The poem is a bit of a riddle in that the question posed in the title is not answered, rather the attributes of the answer (ideas) are described. This is a good example of the quiet humor and imagination that are evident in this series. The fact that the authors seriously address the question of "controlling ideas" and their importance in shaping the values that, in turn, shape a culture speaks well for their willingness to deal with abstract concepts. Consider these questions posed in, "Four World Views", recommended for grade five:

QUESTIONS ABOUT CONTROLLING IDEAS

1. What is the world and the universe? (What is it made of? How was it made? What can our senses tell us about it?)
2. What should human beings try to do with their lives? (Why are we here? What is our aim? What are our rights and duties?)
3. How can men and women know what is good and what is bad, or what is right and what is wrong?
4. Are human beings mainly good, or mainly bad, or a mixture of good and bad?
5. What is happiness? How can men and women find happiness?
6. Is there life after death?
7. Does God (or do gods) exist?
8. Does God (or do the gods) care about human beings?
9. Are any of the controlling ideas of this particular people shared with other people? Are some shared with all men and women?

BEST COPY AVAILABLE

Surely these questions demonstrate the ability of this series to accommodate the intellectual curiosity of the gifted/talented student.

Such introductory exploration of ideas leads to material which deals with Confucian, Buddhist, Hebrew and Greek "world views" providing a rich experience for the child willing to look seriously at the way others interpret the world around them. Certainly this material is an illustration of efforts to dispel ethnocentrism in students.

Although commentary was limited to K-6 materials, it might be well to point out, in view of the overall purpose of these reviews, that "Prejudice and Discrimination" constitutes a major portion of the Grade Seven materials.

In summary, this series is an attractive, flexible social studies program which should serve well as the core of a social studies experience for gifted and talented students. Its comparative approach and its concern for reflecting our multicultural and multiracial society is an excellent example of the intent of Michigan's Social Studies Textbook Act.

Reviewer #11

The Social Sciences: Concepts and Values

Harcourt, Brace and Jovanovich

The Harcourt, Brace, Jovanovich Series, The Social Sciences: Concepts and Values is complete with textbooks for levels 1-8. The teacher's edition, Principles and Practice for levels K-8 describe a treatment of content and a page-by-page development of teaching procedures. Additional instructional materials include: study prints for levels K-2, teaching unit tests for levels 3-6, five sound filmstrips for each level, activity books for levels 3-6, a handbook of audio visual aids for levels K-8 complete with annotated listings of films and filmstrips correlated to each unit, and a series of search books designed for individual work for levels 4-8. Commentary will be limited to the student text and the teacher's guide.

The Social Science: Concepts and Values is a conceptually structured curriculum organized around the patterns of human interaction in a variety of cultural settings and at different points in history. The curriculum is based on two coordinates; a horizontal coordinate of conceptual schemes and a vertical coordinate of behavioral themes that are arranged in developmental levels. Each conceptual scheme is developed through concept statements that build from relatively simple to the more complex, and from the concrete to the abstract. The teacher's guide contains a grid which clearly states the horizontal conceptual development as well as the vertical behavioral themes for levels K-6. Preceding each unit in the teacher's guide, is a useful introduction which provides the teacher with an overview of the unit including the conceptual scheme, unit concept statement, content, behavioral objectives, a purpose statement, additional resources as well as alternative student centered activities. These activities, i.e., independent investigations, discussion topics for small groups, dramatic activities, art activities, creative activities and comparative studies provide for individual styles of learning as well as individual levels of learning.

The Harcourt, Brace, Jovanovich series, The Social Sciences: Concepts and Values, is an excellent example of an instructional program for use with gifted in a mainstreamed classroom. It lends itself well to all levels of learning and provides a great deal of latitude for gifted students.

The student text contains many examples of the higher level thinking skills with the 1-3 levels concentrating mainly on questions of application, analysis and synthesis. Students begin with the recall level of knowledge, comprehension and understanding; and, the questions in the text move the child's level of thinking to the application of knowledge to new situations and whole ideas and concepts. Students are encouraged to compare and contrast recurring patterns of human behavior in a variety of cultures at various points in history, to combine ideas, and to predict outcomes of various human behavior in a variety of cultures. An example of this at level 1 is a comparison of emotions expressed through pictures of Americans, Japanese, Spaniards and Africans. This exercise is followed by a discussion of what happens in various cultures to cause people to be happy, sad, angry or loving. This activity is followed by the options of role playing, making a poster, or doing a creative writing activity. Many follow up activities are provided in the teacher's guide which appeal to a variety of interest levels and learning styles. The student text at levels 4-6 emphasizes analysis, synthesis and evaluation with a great deal of emphasis on values clarification and problem solving skills. An example of problem solving using the higher level thinking skills at level six is an analysis of industrialized production of three

Throughout the series, the authors clearly present the pluralistic nature of our society both past and present. The entire series is a comparative study of cultural values and behaviors as they relate to the individual students. It is intended that the students will learn more about themselves in order to better understand people of other cultures. The illustrations reflect the multiracial and multiethnic nature of our society. The terms used within the text reflect the cultural topic being investigated. The vocabulary is judged to be at a higher level than that of the intended grade level. For this reason, it would be more appealing to gifted students. The teacher's guide contains pertinent, open-ended questions which would motivate students to think critically about the concepts being presented. The text affords the students the opportunity to analyze various roles of men, women, boys and girls in a variety of cultures in the context of the past, present and future. The photographs selected clearly reflect the concepts being presented and are pluralistic in nature. The photographs are used to stimulate student discussions, providing them with a reality base for their predictions. The teacher's guide contains a variety of open-ended questions which would give the discussion a multiplicity of directions.

In summary, this series would be an excellent course of study for gifted students and would not necessarily require a teacher specifically trained to teach the gifted and talented. The teacher's guide has made provision for unit extensions for students to pursue independent studies, and individual activities in a variety of curricular areas. The questions, as stated, encourage students to use higher level thinking skills and promote both creative and critical thinking. Problem-solving skills are presented in a developmental sequence from levels 1-6.

nations, India, the United States, and the Soviet Union. Various modes of learning are presented; an independent study, the use of resource people, small group discussions, bulletin board making, a media activity, and a values issue to investigate. The students are then engaged in a simulated activity. They are to apply their knowledge and problem solving abilities to develop a food production system within their school. This is a level three activity[1] providing a legitimate outlet for their unit of study.

The students at all levels are encouraged to exercise the skills of a social scientist by observing, interviewing and recording information through the use of maps, charts, and time lines. Once the evidence is gathered, students are directed to classify, compare and contrast the information, form hypothesis, and test them. The result is a student's theory which relates to his/her understanding of the experience. An example of this process is cited from level 6 - Economic Behavior; students are asked to gather information about three economic systems and compare and contrast their findings. They then begin to hypothesize about industrialization in the Northern hemisphere and formulate questions that will test their hypothesis. Ultimately, a theory is developed. This procedure is an excellent learning activity for gifted students as it provides a format for additional studies they may want to undertake.

The teacher's guide provides additional resources for students and teachers in the form of bibliographies for trade books and audio visuals that are available. References are cited for appropriate poetry, art, or music which would enhance the teaching of the unit.

---

[1] Renzulli, Joseph, Triad Model, Creative Learning Press, 1977, pp. 29-40

Reviewer #11

The Holt Databank System

Holt/Rinehart/Winston

The Holt Databank System differs from most textbook series in that, while there are texts, the text is only one of the three components of the program: the textbooks, the Databanks, and the Teacher's Guides. The textbook is used to identify and focus on the problem under study. The student then turns to the Databank which is described as, "the information storage - retrieval unit housing a complete media mix of both print and non-print materials."

Throughout the Holt Databank series, the student text encourages higher level thinking skills. Examples can be found in presentations of change over time, effects of population and technological growth as evidenced in the Tulsa and La Porte rainfall mysteries, cultural comparisons, and the complexity of the poverty problem in this country. The student needs to analyze, synthesize, and evaluate text data as well as other databank materials.

A predominant theme of this program is the acquisition of inquiry skills to apply to problem situations. Anomalies and discrepancies in the texts and other data provide a problem focus for the program and this seems particularly well suited to advanced learners. Discussion of open-ended questions is frequently indicated by the student texts and lesson plans in the teacher's guides. Many activities allow for differing opinions if they can be logically defended by presenting evidence for a particular viewpoint.

The teacher's guides have centered lesson plans in whole and/or small group work which could limit opportunities for the gifted and talented student. Independent study and individual investigations receive some attention in the sixth grade teacher's guide but even at this level, this mode of learning is clearly secondary to group study and interaction. There are opportunities to develop independent studies when concentrating on research skills acquisition in school and community libraries, but this constitutes only a minor aspect of the program.

Although student texts lack bibliographies, the program contains such widely diversified resources as games, puzzles, simulations, filmstrips, cassettes, songs, cooking recipes, maps, globes, graphs, models, and data representation in a variety of formats. The teacher's guides include a wide variety of art activities using different media and plans for field trips and out-of-school activities. The components of the system would seem to accommodate a variety of learning styles as well as the divergent interests of gifted and talented students.

Humor is most apparent in the writing styles of the second and third grade student texts. Word play can be found in the recurring titles of "Where is There?" and "Where on Earth are you?" In describing the Gold Rush slogans such as "Pike's Peak or Bust!" are used and miners who ran out of supplies and money are described as "Go-Backs". Clever cartoons are included on the topics of city location, people flying, and people and animals communicating. There are Tin Lizzie flivver stories and terms like Bosnywash, and Sanlosdiego should appeal especially to advanced learners. There is also an imaginative presentation of the concept of the Central Business District as the hole in the doughnut.

The various components of this program provide a multiplicity of views and types of documentation. The vocabulary is appropriate for the topics as presented. However there seems to have been a rigorous effort to reduce the level of reading difficulty in the student texts as well as other databank materials. This, of course, benefits only the less able reader and could be another limitation for gifted students.

Primary sources are cited via acknowledgements, photograph and art credits at all grade levels. Citations are included in the index for grades three through six with occasional text citations at sixth grade.

The brevity of the text contributes to some oversimplification of complex issues. This is most obvious in the fifth grade text where American History is presented in bits and pieces liberally interspersed with graphics. Supplemental data and carefully devised lesson and unit plans alleviate this problem to some extent. However, the simplistic presentation and consideration of some of the historical issues may well be the most serious deficiency of the program. The basic difficulty is that it may be impossible to adequately survey American History within a single year of elementary school.

Multiple cause and effect relationshps are most adequately presented within the context of social and environmental problems in this program. Ethical and moral dimensions are also considered in this context, but are more closely examined in the various issues of human rights and the comparisons of social strata and caste systems in Brazil and India.

There seems to have been a comparatively successful effort to avoid ethnocentrism throughout the components of the program. The scholarly approach of the anthropologist, archeologist, or sociologist to the study of cultural groups is continuously evident.

The emphasis on open-ended inquiry, the encouragement of high level thinking skills and the diversity of materials are major strengths of the Holt Databank System for use with advanced learners. To overcome potential weaknesses and deficiencies within the program, independent studies for advanced learners might be introduced. A bibliography of supplemental reading materials to include both reading at a higher level of difficulty and a less simplistic exposition of some of the complex issues in American History would also be appropriate. These additions could be provided by classroom teachers, but a system of instruction which professes to be a complete system should provide necessary enrichment for gifted and talented children.

Reviewer #11

Windows on Our World
Houghton/Mifflin

The Houghton/Mifflin Social Studies Program, Windows on Our World, is a student-involvement program offering textual materials for levels K-6. The kindergarten text is in the form of colorful, creatively illustrated activity sheets with a media kit which contains five filmstrips and eight overhead visuals. The student texts for level 1-6 are highly visual full-color books. A teacher's edition of each text provides step by step instructional suggestions and learning activities. Activity Books are provided for levels 3-6 to extend and reinforce learning activities. Activity cards, levels 3-6, provide 160 individualized learning activities in multicurricular areas. Commentary will be limited to the student texts, the teacher's edition, and the Student Activity Books.

Windows on Our World is designed to develop children's understanding of themselves as individuals, as members of groups, as human beings and as inhabitants of the Earth. Throughout, the program introduces a topic by relating it to the child's immediate experience, then expands upon it. The study of history, for example, first focuses on the concept of change, beginning in kindergarten where students explore their own family traditions, and in level 6 culminating with an investigation of the growth of cities. Related social studies materials also build toward a broader view of the individual's place in the world. Children first learn economics, for example, through goods and services with which they are familiar. Later, they are introduced to consumerism.

299

The three basic purposes of the program are to help children: 1) acquire cognitive understandings about individuals, groups, human beings, and Earth; 2) develop skills in acquiring, processing, and reporting information; 3) explore values relating to self, to other people, to the natural environment, and to uncertainties inherent in the human conditions. Cognitive understandings, skills, and values are described in chart form in the teacher's edition.

The teacher's edition makes provisions for students to interrelate the arts, geography, history, math, the sciences, and the language arts; therefore, maximizing the lateral transfer of knowledge. This is apparent in each lesson throughout the series. The format for each lesson provides a focus, performance objectives, materials needed, a vocabulary list and background information for the teacher. The background information section would be of value to a teacher of the gifted in that it provides sufficient information for a teacher to direct students in a variety of learning activities. Teachers could utilize this information to involve students in multicurricular experiences as well. Each lesson is provided with specific teaching strategies.

Student centered motivational activities are presented at the beginning of each lesson. Following these activities is a sequence of questions which are hierarchical in nature. Both the teacher's edition and the student text encourage higher level thinking skills with the 1-3 levels stressing application, analysis and synthesis, and levels 4-6 stressing analysis, synthesis, and evaluation. An example is cited from level 6 text where the students are engaged in reading and discussing the "growing up" process as identified in different societies. They are asked to evaluate the validity of various criteria of maturity described in each of the given case studies. Then students are asked to predict events or gradual change that will mark their own maturity process.

Within the teacher's edition many student activities are suggested such as: taking a census, conducting interviews, developing charts, graphs, and bulletin board, taking field trips to substantiate their learning, and drawing cartoons or making posters. This section provides latitude for the unique learning styles of gifted students.

The final section under teaching strategies is a section identified as Provisions for Individual Differences. This section may well be the most valuable to a teacher of the gifted in that it provides extensions to each unit which would meet the advanced cognitive levels of the gifted student. The suggested activities are self-directed and student centered, providing a great deal of latitude for each student. Some examples of the types of activities provided include: demonstrations, independent research, developing games that teach, creative writing, creative dramatics, and developing audio visual materials. A sample activity as cited in level 4 in the unit "The Changing Land":

> Have students make a photo essay of land formations all over the world, using magazine and newspaper pictures. Encourage as great a variety as possible. Have students collect pictures and articles about volcanic eruptions or earthquakes. Have them use colored pins to show on a world map where each occurred. Students interested in plate tectonics might want to speculate about why changes occurred where they did. Students may want to take soil samples from different areas of the community and compare their characteristics. Have students draw or photograph or write a story or poem or song about their favorite landscape.

Such activities lend themselves well to multi-talented or gifted students, making provisions for the special talents children possess.

The student texts are most appealing in that the photographs and illustrations are well selected, current, and in vivid full-color. The questions presented in the student text are divergent in nature and encourage students to view the photographs and illustrations to learn what they can about other cultures, other environments. The authors present the photographs in skillful ways, showing before and after photos to illustrate concepts being taught. An example as cited in level 4, photographs are displayed showing land usage before and after. Then the students are asked to make decisions about land usage. This activity encourages student inquiry, decision making, and leads to problem solving as they are asked to relate land usage in their own community.

The photographs are multiethnic in nature and portray the varied roles of men and women in our pluralistic society.

Throughout the series, myths, poetry and songs are used to introduce concepts to be taught within the unit. Students therefore are exposed to different forms of literary creativity and will be able to draw upon them in their own creative writing.

Student discussion is encouraged in a variety of ways, several of which include the photographs and illustrations, the questions presented, and the extended activities found in the teacher's edition. It is suggested that a variety of student grouping patterns be used for discussion. Students are further encouraged to seek the thoughts and opinons of others outside the school setting. Throughout the series the authors present the development of values in four specific areas: 1) self-awareness, 2) respect for others, 3) tolerance for uncertainty, and 4) respect for the natural environment.

The Student Activity Books that accompany levels 3-6 give students additional practice in critical thinking skills, map reading and map making, vocabulary review and extension, and give the teacher an additional tool for evaluating student progress. The questions, as stated, encourage students to apply, analyze, synthesize and evaluate what they have learned from their text.

In summary, Windows on Our World would be an excellent program for all students. The authors have gone to great effort to extend their activities to meet the multiple learning levels and interest levels of children. The varied content enables children from a broad range of backgrounds to see themselves in a positive way and to appreciate the diversity of our society. Children's feelings and concerns are treated with respect throughout the series.

READING SOCIAL STUDIES MATERIALS

Introduction

Factors contributing to the readability of materials can be studied in various ways. For the purpose of analyzing the four social studies series in this project, consideration was given to the expected range of abilities of students as well as the content of materials. This meant that as Lynn Harned and I examined the series we asked ourselves whether most of the students for whom a particular set of materials had been prepared would be able to comprehend what they read. Specifically, we directed our attention to the following areas:

1. Linguistic Factors. Written language is composed of graphemic, syntactic and semantic elements. As children mature and as they read more, their abilities to process these elements usually increase. One way to estimate reading grade level is to use a readability formula which takes into account factors such as sentence length and multisyllabic words. In this study the Fry formula was found to be useful, especially in conjunction with an examination of other elements such as vocabulary control and syntactic patterns. On the primary levels consideration was given to analyzing language patterns appropriate to children's oral language capabilities.

2. Conceptual Factors. The ideas presented in materials also contribute a great deal toward reading ease or difficulty. Readers use the store of concepts that they possess to understand new ideas. If they lack appropriate concepts because of immaturity or inexperience, they may not comprehend what they read even though they may be able to read aloud with apparent ease.

Other aspects, such as concept density, abstractness of concepts, and inadequate concept development, may affect reading ease or difficulty. Further, the representation of females, physically handicapped, racial and ethnic groups and others who have been set apart is important since readers need to be able to make a positive identification with people in the text since this, too, can affect reading achievement.

3. Organizational Factors. Writing that reflects a clear, logical development of subject matter and employs devices to highlight the organization of the presentation contributes to ease of comprehension. Format and style relate to these concerns and were considered also.

4. Learning Aids. Since aids to learning from reading are usually employed by authors of instructional materials and since they may contribute to comprehension, attention was given to their potential effectiveness. These include questions or tasks that direct the reader to various levels and kinds of reasoning.

5. Illustrative Factors. Pictures, charts, graphs and other illustrations may contribute to interest as well as clarification of the text. These were evaluated with regard to their appropriateness, quality, and representation of females, handicapped, racial and ethnic groups and others who complete the full range of our society.

6. Teaching Aids. Instructional manuals, management plans, and tests are examples of teaching aids that might be included as part of a series. These were examined with regard to ease of use, extensiveness and quality.

By using charts specifying concerns within each of the six areas defined in the preceding discussion, we were able to reduce subjective judgments to some degree and generally we believe the charts were useful. They are included with a narrative for each series.

Since much attention has been given to low reading achievement, it would seem to be appropriate to mention this problem in the context of social studies materials. All of the series seemed to be constructed for children of at least average or above average reading ability. Because children learn at different rates, one would expect that some would not be reading as well as others. Indeed, if there are those who earn scores interpreted as average, then others must be earning scores that are below average. Important considerations are: how far below average are students reading and how many fall into slightly below and well-below average categories? Schools with large numbers of students who are poor readers should not purchase series that cannot be adapted to meet the needs of their students. Most schools will have some children who can not read well and, therefore, should plan to use instructional techniques or supplementary materials as necessary. Strollo found that instructional materials which were written one grade level below students' reading achievement level rather than one level above resulted in greater learning and retention for her handicapped population. It seems reasonable to assume that this would be true of most students and, consequently, the readability of materials should be one important factor in their selection.

Bibliography

1. Klare, George R. "Assessing Readability". Reading Research Quarterly. Vol. X, No. k, 1974-1975, pp. 62-102.
2. Fry, Edward B. "A Readability Formula That Saves Time". Journal of Reading, April 1968, pp. 11, 513-516, 575-578.
3. Strollo, Johanna. "The Effects of Varied Positions of Study Guide Questions on the Immediate and Delayed Retention of a Selected Sample of Handicapped Learners." Doctoral Dissertation. Pennsylvania State University, 1972.

This review was prepared by Lois A. Bader and Lynn Harned. Dr. Bader is an Associate Professor at Michigan State University. Dr. Harned, formerly an instructor at Michigan State University, is an Associate Professor at Alpena Community College.

Reviewer #12

The Making of Our America

Allyn and Bacon

Upon examining Concepts and Inquiry: The Educational Research Council Social Science Program (Allyn and Bacon, Inc.), one is immediately struck by the vast number of books contained within the series. Though the number of texts recommended by the authors for each grade level varies, students in some instances may work from as many as nine books in one school year. (Such is the case in grade two with most of the books being over one hundred pages in length.) The authors do state that the texts are "recommended" for specific levels, not "prescribed," and that even though the program is sequential and cumulative, teachers are encouraged to use the materials at any level for which they seem appropriate.

According to the Fry Readability Formula, the numerical reading levels of the texts indicate that the books are generally too difficult for recommended grade levels. Basically, the linguistic patterns employed throughout the series are suitable to most populations and intended levels. Sentence structure appears to be predictable with the more complex sentence structures reserved mainly for upper level texts. Antecedent relationships are generally apparent to the reader, but in many cases, the vocabulary choice and control seems unsuitable for young readers. Beginning with the second grade level and continuing throughout the series, the student is exposed to a heavy load of multisyllabic words, technical terms and proper nouns. There are no lists of vocabulary terms for specific lesson in the teacher's guide or in the student texts. Beginning with level two, however, some vocabulary terms are printed in boldface. Generally these words are defined for the reader in the context and sometimes are accompanied by parentheses containing the correct pronunciation of the word. A pronunciation key is included in some texts at the upper levels. A glossary is provided in books starting with the level three texts. Definitions which are pertinent to text content are given, although no pronunciation clues or reference pages are provided. In addition, an index of terms is contained at the close of each text above level three.

The concepts which the authors are attempting to develop are listed for each chapter in the teacher's guide and are built and expanded upon at each successive level. Some of the concepts seem to be inappropriate for recommended grade levels. For example, at the beginning of the year, first graders spend a substantial amount of time studying about America in general and Washington, D.C. in particular. Terms such as Supreme Court, capitol, and laws are used within the text. These topics would seem to be beyond the average five and six-year-old child who is just beginning to understand the working of his own community. The pattern continues at level two. It is suggested that the student spend five to six weeks studying the concept of a "community" and noting how his/her particular community functions in various respects. It is then recommended that the student study an additional eight communities (American and foreign), a task which appears to be quite monumental for a second grade child. Throughout the series the authors deluge the reader with so much information, so many facts, figures, names, dates, places, and technicalities, that it is easy for one to be overcome by details and lose sight of the concepts. There are no pretests accompanying the series and the authors seem at times to assume much regarding the students' prior level of knowledge. In level five, for example, the historical book, Greek and Roman Civilization, assumes a great deal of knowledge about the American Constitutional government on the part of its nine and ten-year-old readers. In some instances within the text, parallels are drawn between Greek democracy and the American governmental system. At no time are major ideas or key points within passages visually distinguished from the remainder of the text.

Texts at each level contain a table of contents. Although only the chapter titles are listed (which gives a rather shallow overview of text topics), the subject matter appears to be developed in a logical manner. Beginning with level two, subheadings are used within text materials. These subheadings are easily converted into questions, thereby supplying the student with a purpose for reading and helping him to focus on the main idea of the passage(s). Paragraphs within the chapters are consisently well-organized and coherent, with topic sentences clearly identifiable or easily inferred. Often, introductory paragraphs are used to aid the reader in establishing a mind-set for a new topic. Units, chapter, and sections some-times contain a summary or overview, which assists the reader in organizing newly learned concepts. The authors provide for these overviews by employing several different methods. At all levels, questions are inserted between sections of material, thereby prompting the reader to summarize ideas for himself. At the lower levels, captioned pictures are sometimes used to review a chapter or unit. At the upper levels, special summary paragraphs or lists of review questions assist the reader in focusing on important ideas.

Groups of questions/problems are inserted liberally throughout all levels of the series. The questions span levels of: reasoning (literal, interpretive, critical), value clarification, and problem solving. One very commendable feature of the series is the categorizing of questions into three difficulty levels by using key symbols. Each student text contains an explanation of this system on a specially designated page immediately following the table of contents. This feature, combined with the fact that the questions are inserted directly following instructional segments, assists the teacher in individualizing instruction for her students to some extend. In addition, the teacher could select some of the questions to be used as a reading guide. A fairly extensive list of supplementary readings is included in each teacher's guide. It is divided into sections according to topic and suitability for student or teacher.

Generally, the pictures, charts, and graphs inserted in the texts are appealing and enhance the reader's comprehension of subject matter. When visual aids are not accompanied by clearly written captions, which is seldom the case, their relationship to the text is obvious to the reader.

The teacher's guide is arranged in sections corresponding with chapters in the student texts. Usually, included for each chapter are: an outline of the chapter; lists of concepts and objectives; background information; suggestions for teaching; introductory and inquiry activities; notes on questions in pupil texts; and a list of activities. Resources (films, books, film strips, transparencies, etc.) are listed at the end of the teacher's guide along with a directory of resource materials. Some filmstrips, games, puzzles, and vocabulary building exercises are available from the company. There is a substantial demand placed on the teacher as far as preparation is concerned. Many of the activities require time-consuming sorting and preparation, and the authors point out the necessity for teachers' previewing all films and filmstrips since many are geared to higher grade levels and may be unsuitable for particular groups. Regarding student evaluation, the lower level teachers' guides contain review tests which follow each chapter. But at the upper levels, almost nothing is mentioned about evaluation other than the listing of instructional objectives for each chapter. Few instructional suggestions are given for poor readers or slow learning students, especially at the upper levels. Also, there are very few questions categorized as "easy to solve" in the upper level texts. This is somewhat disturbing, since these books seem particularly difficult to read and comprehend even for average students.

In summary, Concepts and Inquiry is a social studies series which seems geared to the capabilities of the advanced student. The vast amount of information it attempts to impart, combined with its inappropriate readability levels, leads one to conclude that the series may cause hardships for its young readers.

Reviewer #12

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

Upon examining The Social Sciences Concepts and Values (Harcourt, Brace and Jovanovich), one is immediately struck by the visual attractiveness of the series. Bright colors, interesting photographs, and engaging art work aid in making the series very inviting. Closer inspection reveals, however, that this is a textbook series which may provide frustrating reading experiences for the average elementary school child. Except for the first grade text, the books are consistently too difficult for intended grade levels according to the Fry Readability formula - sometimes by as much as three to four grade levels.

Though the linguistic patterns generally appear to be suitable for most populations and intended levels, the adequacy of the vocabulary control in the upper levels is questionable. In levels three through six, the general and technical vocabularies are exapnded very rapidly and proper nouns are sprinkled liberally throughout the text, thereby increasing the difficulty of the reading task. One strong point for the series is that, beginning with level three, many new vocabulary words are printed in boldface type or italics, and are often accompanied by parentheses containing the correct pronunciation of the word. Also, new vocabulary words are more often than not defined clearly in context for the reader. Although there is no type of word study list preceeding or following the chapters, levels one and two contain a picture dictionary at the end of the book, and the remaining levels close with a social science dictionary, pronunciation key, and a measurement table.

Concepts throughout the series are presented inductively. Each chapter begins with a specific situation or example with which the student is supposedly familiar and which is expanded upon until it develops into a portion of the conceptual scheme of the unit. In most instances, such prior student knowledge is assumed by the authors. Only in levels one and two are there any means for student pre-assessment, with such assessment consisting only of informal teacher observation of student behavior.

In the first two levels, concepts are developed gradually and clearly with ample opportunity for student discussion and assimilation. In the upper level texts, however, the concept load becomes so overwhelming that it would seemingly lead to confusion for the average student. Also, the authors have chosen a most confusing manner of developing the series' conceptual schemes. As early as the level three book, the student may be taken from the past to the present several times in the space of a few pages; be bombarded simultaneously with a slew of dates, names, and places, and, be expected to draw conclusions with little or no help from the text. Chapters contain no summaries or overviews which leaves the reader with a score of fragmented ideas which are never satisfactorily pulled together. Although the units and chapters listed in the table of contents indicate a clear, logical development of subject matter, one soon becomes lost in a myriad of names, dates, locations, and topics within the chapters themselves.

For levels one and two, there are no unit or chapter introductions. Beginning with level three, the reader is provided with several paragraphs which introduce each unit and with chapter headings and sub-headings which somewhat aid comprehension. In addition, topic sentences of paragraphs are clearly identifiable or easily inferred.

Questions abound throughout the texts. The types of questions utilized require students to seek information at all levels of comprehension: literal, interpretive, critical, values clarification, and problem-solving. Beginning the level three, chapters are followed by a full page of questions and tasks, and questions are inserted periodically in the margins. The questions cannot be used as reading guides, but seem to be more of an evaluative check on whether or not the students are grasping main ideas. One basic drawback of the series is that there is such a multitude of questions within the text of each book that they prove distracting instead of helpful to the reader. The flow of passages are far too frequently interrupted by "whats," "hows," and "whys" which work toward hindering rather than enhancing comprehension.

There are few supplementary readings suggested and these appear only in the teacher's guide at the outset of each unit. This shortcoming is particularly disturbing at upper grade levels where students may begin to express an interest in doing research work on selected topics.

Pictures, charts, graphs, and maps are especially colorful and appealing and may aid students in comprehension. Captions are generally not provided directly beneath pictures. Instead, the student is required to match symbols inserted in the text with like symbols attached to the appropriate photograph(s). This could prove to be quite disruptive for some students, especially when combined with the many questions posed throughout the text.

The teacher's edition provides numerous pertinent suggestions for aiding teachers in developing the conceptual scheme of the series, ranging from role plays, to class discussions, guest speakers, and group projects. There is also a listing of additional resources (films, pamphlets, handbooks, etc.) included at the beginning of each unit. Suggestions are given for non-reading activities for poor readers which include working puzzles, role playing, writing letters, making phone calls and organizing displays. It appears that most of the activities listed in the teacher's edition (other than the actual reading of passages) are open-ended enough to be worthwhile for slower students and advanced students alike. In the teacher's guide, the introduction to each unit is accompanied by a summary of the content of the unit, a statement of rationale, a list of performance objectives, and a preview of suggested unit activities, all of which aid in helping the teacher plan for the coming weeks.

In addition to the student textbooks and teachers' editions, the program includes a fairly lengthy list of supplementary materials designed to "assist the teacher in presenting a truly multi-media approach" to teaching the social sciences.

The proposed evaluation system is based on a skills checklist for each level upon which each child's responses are tallied by means of checkmarks. The teacher's edition provides suggested types of responses which might be expected from children in each age range. This could be a rather tedious process for a teacher with a large number of students.

In summary, The Social Sciences Concepts and Values is an attractive series with several strong points, but seems too difficult for its intended readers.

Reviewer #12

The Holt Databank System

Holt, Rinehart and Winston

The authors of the Holt Databank System (Holt, Rinehart, Winston) appear to have attempted to create a complete social science package for elementary teachers by including texts, teachers' guides, and almost all necessary supplementary materials (a databank) with their program. At first glance, the program with all its components is quite impressive, but there are some shortcomings which may prove troublesome for young readers.

Levels one through three are generally appropriate for intended grade levels according to the Fry Readability Formula. But for levels four through six, the numerical reading levels are considerably higher than grade level. Linguistic patterns seem suitable for most populations and intended levels, with complex sentence structures employed sparingly and then generously in the upper levels.

For levels one through three, the vocabulary choice and control is fairly adequate, though level three contains an overabundant supply of proper nouns. At the upper levels, the vocabulary appears to be highly technical and a vast number of multi-syllabic words are used which adds to the difficulty of the text. New vocabulary words are seldom distinguished from the remainder of the text. Some vocabulary words are italicized, but this technique is rarely employed. At times, vocabulary words for a lesson are listed and defined in the teacher's guide, but never is there any list provided for units, chapters, or lessons in the student texts. Some, but not all, vocabulary words are defined for the reader in context, and students are not supplied with pronunciation clues. Beginning with level three, however, a glossary is included at the close of each book, providing aids for pronunciation, appropriate definitions, and a page number where more information may be found about the term. In addition, an index of terms is furnished at upper levels.

Generally, it appears that the conceptual levels of some of the texts may be inappropriate for intended grade levels. For example, very early in the school year, first grade students are asked to conceptualize the difference between globes and maps; to understand the concept of a "state" and to compare lifestyles of families in several states. This does seem a bit complex for the average five or six-year-old child. Level five provides another good example. The text traces the history of the United States in a technical fashion, beginning with its roots in other countries. The student is swamped with a heavy load of facts, figures, dates, and places, and spends the entire school year pondering past events - all of which would seem to be a bit overwhelming for the average fifth grade student. The authors do seem to make some attempt at developing new concepts which are introduced to the students. For example, in level four, students study cultures from many different parts of the world and facts are often accompanied by a short story based on the lives of people within that culture, which probably enhances the students' comprehension. In level three, when students read about beginning automobile production, they are given an opportunity to build their own spool engine, using materials provided in the Databank.

On the other hand, in one level five lesson, the students read about the Confederation, the Continental Congress, and the Constitutional Convention, all in a matter of four pages which would seem to overwhelm the average fifth grade student.

Throughout the series, the subject matter is logically developed. Beginning with level three, the table of contents in each text presents not only unit titles, but chapter headings and subheadings as well, thereby providing the reader with an overview of unit content. In most instances, the headings within the chapters are stated in a way which reflects the main idea of the passages and which allows for easy conversion of the headings into questions, thus providing the student with a purpose for reading. In levels one and two, there are no headings whatsoever, with the exception of the unit titles. Introductory paragraphs are sometimes used to give an overview of units or chapters, but rarely is any type of summary or review written to help the reader conceptualize the "total" picture. At times the reader is whisked rather rapidly from one topic to the next with little time allowed for pulling his ideas together and deciding how new information fits in with his previous knowledge. Paragraphs within the texts are generally written clearly with topic sentences easily identifiable or inferred.

With the possible exception of level two, there are very few questions provided within the texts. There are no pages or sections devoted to study questions or tasks, thereby elminating the possibility of using such questions as a readymade reading guide. Since almost all the questions/tasks are contained in the teacher's guide, the main responsibility for placing questions/tasks before the group lies with the teacher. Many types of questions are presented to the class as indicated by the teacher's guide: literal, interpretive, critical, values clarification and problem-solving. Databank materials provide students with additional tasks which help to reinforce or enhance the day's lesson (maps, graphs, charts, etc.). The only supplementary readings suggested are those included in the Databank. Many times these are used as a basis for group discussions and in some cases appear to be very difficult to read. Also, the lack of a bibliography may hinder the upper level students especially, since they may express a desire to research topics further.

The appearance of the series is quite colorful and appealing. Though there are generally not captions included beneath photographs or illustrations, their relationship to the text is usually quite obvious. Most of the visual aids tend to enhance comprehension with the possible exception of those in level five. At this level, many of the maps and drawings, while undoubtedly of interest to adults, seem to be too technical and detailed to act as good aids to comprehension for fifth grade students.

A separate Databank (or portion of it) is available for each level of the series. These modules contain print and non-print materials consisting of filmstrips, games, comics, masters, foldouts, etc., to enhance text lessons. At first, these materials appear colorful and bright, and would seem to provide a stimulating change of pace for the students. However, many of the materials appear to be very difficult for students to read and comprehend.

The key to the entire textbook and Databank system is the teacher's guide. It provides background material, unit-by-unit and day-by-day performance objectives, and daily lesson plans which incorporate materials in the Databank. The lessons are quite structured, somewhat lengthy and seem to require a fairly substantial amount of preparation on the part of teachers. There are few instructional suggestions given for poor readers or slower learning students. The suggestion is sometimes made that teachers preview new vocabulary words with students or group students in some manner for reading sections of the text or Databank materials. Even at the earliest levels, students are often expected to work on assignments in groups and present information to the class. This may prove to be rather difficult for some of the younger students who are as yet unable to function productively in such situations.

Evaluation of student progress is often made on the basis of projects students complete, observations or interviews made by the teacher. There are also text booklets available which can be used to evaluate student knowledge upon the completion of each unit of study. Many types of questions are employed in these booklets: matching, true-false, short answer, open-ended. This form of testing seems rather unfair to students since most questions in the lessons are answered via class discussion and students, therefore, have little chance to practice answering questions on paper. Also these tests contain a number of questions which assume competency in writing, spelling and reading on the part of all the students.

An interesting and helpful feature of the program is a book entitled You Bought A Bargain, which catalogs all skills taught in the program and lists specific instances within the total program where the skills are taught or reinforced, thereby enabling teachers to strengthen specific student or group weaknesses.

To summarize, it is apparent that the Holt Databank System was designed to provide teachers with a complete social science program. But there are features of the series which may cause problems for some young readers.

Reviewer #12

Windows on Our World

Houghton and Mifflin

Windows on Our World (Houghton and Mifflin) is a social studies series which seems to have been designed with some concern for the reading abilities of the average elementary school student.

According to the Fry Readability Formula, the series is generally appropriate for intended grade levels with some exceptions. For levels four and six, the Fry Formula indicates a numerical grade level approximately one step higher than what might be expected. The linguistic patterns used in the series seem to be suitable for most populations and intended levels, and the length and complexity of sentences increases appropriately with each subsequent level. Anaphoric and antecedent relationships would seem to be apparent to the reader. Generally, in levels four and six new vocabulary words are indicated by boldface print and, in some cases, are followed by parentheses which contain the pronunciation of the word. Such words are invariably defined for the reader in context. Though no vocabulary words are defined in the margins or preceeding the chapters, a vocabulary word list is included at the beginning of each lesson in the teacher's guide. Also, levels four and six each close with a glossary which contains the most pertinent definitions of terms for the reader and which indicates page numbers where further information may be found about the term. For levels one and two, a vocabulary word list (picture dictionary) is included at the end of each book. The technical and general vocabulary control appears to be quite suitable throughout the texts, though level four seems to use quite a heavy load of multi-syllabic words.

Conceptual levels appear generally appropriate for intended grade levels. Concepts are developed and expanded upon gradually throughout the series. Both concrete and abstract concepts are developed with the abstract concepts being adequately defined with stories, experiences and pictures. Level two provides an excellent example as it leads the student to conceptualize the abstract term "dependence" through a series of descriptive photographs. There is also adequate care given to the development of new concepts through examples, illustrations, analogies and redundancy. In level six, for example, several case studies are presented to better illustrate the concept of "psychological needs." Basically, proper assumptions are made regarding prior knowledge of concepts presented. A pre-test is available for each level. This can aid the teacher in determining the strengths and weaknesses the students may possess in understanding the concepts presented at the specific levels.

The table of contents at all levels indicate a clear logical development of subject matter. Beginning with level four, the appropriate chapters are listed for each unit. This provides a broad outline for the reader. Within the units themselves, subject matter is presented in a most logical manner. Chapter headings provide satisfactory clues to subsequent information. Also, in the upper level texts, subheadings adequately reflect the main idea and are easily converted into questions to aid the reader in establishing a purpose for reading. The reader is taken from topic to topic with a minimum of confusion or misunderstanding. Many times new units or chapters are initiated by referring first to the previous topics of study, thereby providing a continuous, unbroken flow of information. In addition, chapters and units often begin with several sentences which give the reader an overview of what he may expect in subsequent lessons.

The series does contain a minimum of summary paragraphs, but this shortcoming is remedied to some extent by question/task pages strategically positioned throughout the units which aid the student in "pulling ideas together." As the number of topics discussed in a unit increases, so do the sets of questions/tasks which help to summarize. This is particularly evident in the upper level texts. Instructional segments of the texts reviewed seem appropriate for the attention and memory span of the students with the possible exception of level four which lacks an adequate number of subheadings. In some instances, the student reads for several pages with no headings which may cause the reader to lose sight of the main ideas. The paragraphs in the series are well-organized and coherent with topic sentences easily identified and inferred.

Questions which aid the reader's comprehension of the material are inserted liberally throughout the text. There are also special sections of questions and tasks within and at the close of each unit which provide a comprehension check and a means of summarizing and expanding concepts. The questions and tasks span all levels of reasoning: literal, interpretive, critical, value clarification, and problem solving. At the upper levels, a variety of question types - multiple choice, fill-in, open-ended, short answer, true-false - are utilized. Reading these questions over may help the reader to focus on the more important ideas presented with each section, though questions are not necessarily arranged in the order of the sequence of the next. No page and paragraph number is given for the less able student. For levels four and six, separate bibliographies are supplied for the student and teacher in the teacher's guide at the start of each unit. At the lower levels, several titles are suggested to reinforce and enrich each lesson.

Photographs, sketches, charts, and graphs are appealing and helpful to the reader in comprehending the text. While captions do not always accompany each photograph or illustration, the relationship between these visual aids and the text is apparent. It is clear that visual aids in this series are not used solely for decorative purposes, but are an essential part of the text and enhance comprehension.

The teacher's guide is arranged conveniently. Each lesson lists performance objectives, materials, background information, and strategies for opening, developing, summarizing and evaluating each lesson. There is also a section which offers help to teachers in providing for individual differences within their classrooms. The activities are open-ended enough to be beneficial for the slower as well as the more advanced students.

Test booklets are available for each level of the program. The testing package consists of pre-tests and post-tests, as well as performance tests which contain items matched to unit objectives, thus enabling teachers to assess each child's success in achieving the objectives. A Student Record Profile accompanies the testing booklets, permitting the teacher to keep a complete record of an individual's progress. These formal testing methods, combined with the countless opportunities for informal teacher evaluation which are built into the program, comprise a very complete system of evaluation.

Besides the testing package, the program offers several other options as supplementary aids. Social Studies Skill Masters for levels one through six, and Activity Cards and Activity Books for levels three through six are available for purchase. The Activity Books appear to be complementary to the texts. Vocabulary words are reviewed and expanded and the student is also given practice on skills developed in text lessons. These books are another useful means of evaluation.

In summary, Windows on Our World appears to be a social studies series which was written with the students' reading abilities in mind. Though it has some shortcomings, the series seems basically designed to enhance the reader's comprehension of subject matter.

Reviewer #13

--

The Making of Our America

Allyn and Bacon

The social studies program Learner-Verified Edition II of Concepts and Inquiry: The Educational Research Council Social Science Program (Allyn and Bacon) is a multi-material series at each grade level. This series presents a planned and cumulative approach to curriculum but it also allows for considerable diversity in its implementation. The teacher is only given recommendations for much of the implementation, and the materials can all be regarded as independent books.

For a flexible and individualized program to emerge from this quantity of materials, the teacher and students must have access to this vast quantity and to the other supplementary aids.

To determine the reading levels of many of the books in this program, the Fry Readability Formula was used. The results indicate an inconsistency across the levels regarding the appropriateness of the material for the intended grade. Some materials are very readable for the recommended grade level. The readability depends on the particular materials, being used for instructional purposes. Generally the reading materials tend to be difficult for students. For example, the grade one book, Our Country, expects students to read and comprehend such terms as "Capitol," "landmass," "North America," "capital," and "Supreme Court." In the text, The Making of Our America (recommended for grade three), students are expected to read and comprehend such words as "assembly line," "Bill of Rights," "capital goods," "cultural environment," "Civil War," "Industrial Revolution," "deciduous," and many other proper nouns. Even the upper level materials reflect difficult vocabulary with many of the words reflecting a complex social science concept. As the level of materials progresses, sentence complexity and length and vocabulary become correspondingly difficult. The young student at the lower grades will be confronted too quickly with many multisyllabic words.

New vocabulary and concepts are highlighted in boldface print throughout most of the variety of reading materials. At grade one, mothing is highlighted nor is the vocabulary defined in the context. The teacher will therefore need to introduce specific words and to develop exercises for teaching the vocabulary. Inconsistencies exist throughout the series in the highlighting of certain words. For example,at some of the grade levels, a words is in boldface print followed by its pronunciation; in other instances, the word is highlighted and defined in the context. At still other levels, students are expected to reach each word as though they understood the meaning. No clear pattern exists in the use of new vocabulary in this program.

A glossary is used in almost all of the books in the program. Words are presented with their meanings as used in the particular book. No page-number references are evident for the student to check the word in the context. The words appear to be difficult, and in many cases the definitions given are almost as difficult as the original word.

In reviewing concept factors, the appropriate conceptual levels are somewhat evident in the program. Even though the materials are publicized as sequential, appropriate assumptions regarding prior level of concepts are not evident. The teachers' guides do present certain assumptions and conceptual charts upon which the books are planned, but the cognitive development of students has not been considered in the overall plan. For example, in the fourth grade book, students encounter such concepts as "primitive societies," "foreign investment," "nationalism," "human nature and control of power," "role of capital," "exchange and trade" (by studying domestic law and international trade), "cultural patterns," "property and law and defense," and "party politics." These are illustrations of the variety of complex concepts introduced without adequate consideration of the students' cognitive development.

The materials do present concepts deductively, as is evident. Many of the maps and pictures are presented effectively to teach some of the concepts. Although concepts are also introduced inductively, their presentation is dependent on the desires of the teacher. Major ideas are highlighted in most of the materials and are effective in separating the content into its component parts.

The organization of this series is well done. Each book presents a clear and logical development of the subject. The table of contents in the various books is clearly labeled. The specific instructional segments are headed in boldface print and give the student a logical order of material. There are many examples of good introductory, definitional, illustrative, and summary sections which will aid in the student's comprehension of the subject. The materials tend to have short, concise, and well-written paragraphs. Many units in the materials contain written summaries, but this practice is somewhat inconsistent, especially at the lower levels. Another aspect of the organization is the presence of a plan by which the concepts and skills are to be developed. Some skills are presented in an orderly progression.

Interspersed throughout most of the materials are questions, utilized as part of the organizational plan of this program. Several types of questions appear on almost every page. It is possible that this mixture of content and questions could pose problems in reading comprehension for the student. Except for the lower levels, questions assume a major role in the main format of the program. Generally, however, the questions are excellent learning aids. Labeled according to their difficulty by a symbol, the questions allow for individualizing if the teacher desires to do so. The questions span the levels of reasoning, focus on low-level understanding, and require students to synthesize and evaluate subject matter, with more emphasis on cognitive development rather than on affective learning. Literal, interpretative, and applied meanings are also evident by the variety of questions provided. Through the questions a number of tasks are presented for the students to complete. These range from designing retrievel charts to completing exercises dealing with values and problem solving.

Illustrative materials are used effectively in the program. They aid in the comprehension of the materials; many are very appealing and relate directly with the material. The pictures are of all types: some are actual shots and depict factual people and places; others are drawn illustrations and art prints. All the materials are colorful and evident throughout the books. An interesting feature of the illustrative materials is the use of metric measurements on maps, graphs, and diagrams.

The teaching aids are organized well, but they involve a lot of reading on the part of the teacher. The teachers' guides are divided into chapters which identify the concepts and objectives to be developed. Background information is included. This will be helpful for the teacher in developing the subject matter. Helpful ideas for conceptual development are not evident in the guides, but notes on the many questions are given with appropriate page-number reference. No alternative instructional suggestions are provided for different types of students, but the teacher can select specific questions in the context for individualizing instruction. The directory of resource materials is more than adequate and includes a wide range of both supplementary aids and multi-media materials.

In summary, this program spans a wide range of concepts covering each of the social science disciplines, but several shortcomings regarding the students' reading abilities and comprehension of subject matter are apparent.

Reviewer #13

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

In the social studies series, The Social Sciences - Concepts and Values (Harcourt, Brace and Jovanovich) a number of linguistic factors are evident throughout the entire program. According to the Fry Readability Formula, there is some discrepancy among different books as to their appropriateness for the intended grade level. Several readability examples from this series were conducted. The results indicate that the material is above grade level.

A positive feature of most of the six books is the appropriate recognition of new vocabulary. Words are highlighted in the context, and definitions are given. Words are either in bold print or in italicized form, but, generally, easy to identify. Many words are defined, and pronunciations are given immediately after the word. A valuable feature is a glossary listing social science terms with their definitions; page numbers are also listed indicating where more information can be obtained. There are instances where new vocabulary in the context needs further development. One example is in level five where the word "tranquility" is used but no definition given.

Another useful feature is the use of alternative non-reading activities, evident in the teacher's guide, and helpful in developing better comprehension of the reading materials. A number of words representing new vocabulary can also be identified as social science concepts. In several cases throughout the program, these vocabulary-type concepts are either quite complex or too numerous.

Inconsistency is found in the conceptual factors analyzed. For the most part, conceptual levels are generally appropriate for the intended grade levels, but in some instances concepts are introduced, defined, and explained in a few short paragraphs. An example occurs when the Industrial Revolution in the United States is introduced and covered in five pages. Within this short span, the student is introduced to specific ideas such as the division of labor, immigration issues and problems, social class differences, and labor unions. Under the immigration area, words like "Serbia" and "Orthodox" are only mentioned and would be meaningless to the student. In another example, the student must cope--within four pages--with such concepts as "separation of power" and "checks and balances."

In addition, vocabulary presented is related but may prove difficult for many students. Terms like "Congress," House of Representatives," national government," and "Supreme Court" are presented in the same reading. At the upper levels these new concepts are not well developed.

The series attempts to integrate the social sciences with a variety of concepts. It is evident there are quick shifts in discipline thrusts. The student is moved quickly from cultural comparison, to resources, to economics, then to government. It is most important that the teacher follow the guide. The guides cover each concept page by page. If the teacher does not follow the series closely, the result may be lack of comprehension by the student.

Although there is some evidence that the series introduces students to the concept of time, more emphasis should be placed on developing this concept. One needs to raise the question about how much understanding students have acquired at certain grade levels regarding both definite and indefinite time concepts.

Each book in the series has a table of contents which identifies the unit concept with its corresponding chapters. The organization indicates a well-balanced development of subject matter, apparent at all levels. At the upper levels there are instructional headings to help the student understand the material. Well-written summaries are not evident at any level, and specific introductory and definitional sections are only slightly evident.

Questions for better understanding are somewhat evident through the series. The questions at the upper levels are inserted at the end of the content material and focus on value areas; opinion questions allow for divergent thinking. Special sections also allow students to get into some areas of investigation which are valuable for students in helping them acquire some excellent skills. Each unit in the series encourages students to reflect on materials covered and on past experiences by asking them appropriate questions. Each of these sections has questions which span a hierarchy of questioning levels.

Students are to engage at the literal level of understanding but also to predict, suggest and evaluate. There are some interesting supplementary readings in the materials which allow the student to focus on the specific concepts being developed.

At the end of the unit, students are asked to engage in some difficult activities. With effective instruction, these activities could be completed and good comprehension could result. As the student progresses through the series, there is a change of print which allows for gradual growth in reading.

Illustrations are effectively utilized at all levels. They are quite useful, as they aid in the comprehension of the presented material. At grade one, illustrations are done well and utilized with good questions. The picutes and accompanying questions focus on different levels of thinking. Some of the maps used are not as effective as they might be. In the grade four textbook, material is presented on the Lewis and Clark Expedition, but no map is evident to help the student.

The teaching aids are clear and convenient to use. The guides for each grade level have useful ideas for developing each concept/theme. They offer the teacher variations so that individual differences can be accommodated. In addition, activity books are offered for upper grades, and these provide for some interesting classroom activities which can be easily interrelated with the particular text. Each level has a multi-media approach built into the text and teacher's guide. Aids include prints, teaching tests, and sound filmstrips which constantly allow for flexibility in using this series.

Reviewer #13

The Holt Databank System

Holt, Rinehart and Winston

One is generally impressed with the wide variation of materials provided by the Holt Databank System: A Social Science Program. The program includes a textbook at each level and an accompanying teacher's guide. In addition, the program has a databank with information on each level. The information is packaged and includes both print and non-print materials. The databank has many unique features such as simulation, datacards, data masters, and the conventional filmstrips and cassettes.

In reviewing the linguistic factors of the program, the Fry Readability Formula was used to determine grade level of the reading materials. At the lower levels, the program is appropriate to the intended grade levels. At the upper levels, there is considerable inconsistency. In various sections of the three upper textbooks, the reading is somewhat difficult for comprehension. It is evident at all grade levels that new vocabulary development is lacking in the student's textbook. New words are not identified in italicized form or in a boldface format. In only a few instances are new words defined in the context of the materials. The teacher must rely on the teacher's guide to stress any new terms; important words are identified in the guide. More emphasis on consistency is needed so that students can be made aware of the introduction of new words.

The use of a glossary is best evident at the upper levels of the series. The glossaries include specialized and technical vocabulary arranged alphabetically. In addition to the definition of the term, there is also pronunciation help. Some inconsistency is evident among several levels. In level six of the series, each word is presented with pronunciation, definition, and a page reference where the word can be found in the textbook. Another level does not include the same type of aid for the student.

Conceptual factors generally are not strong in this series. The level of the concepts presented is generally not appropriate for the intended grade level. One positive aspect is the appearance of concepts presented deductively and inductively.

The series presents interesting concepts, but the reader is led through them quickly because they are not adequately developed. The series uses a story approach to explain concepts a bit more fully. This seems fairly consistent. At the lower levels, the major ideas are not highlighted in any manner, but at the upper levels they are. These ideas are color coded and follow the table of contents in an organized manner. Another positive feature of this series is that new concepts are developed effectively through examples and illustrations.

Overall, this series is organized for logical development of the subject matter. The entire series presents the units, chapters, and table of contents in a clear format. In the upper levels, sub-headings give direction and highlight the reading selections. The lower levels do not present any sub-headings or instructional aspects to aid in understanding the subject. The use of introductory and summary sections is not evident, but there is discussion of them in the teacher's guide. There is no area in the organization of the material that gives the reader an overview or summary to help organize the material.

There is much in the teacher guides relating to learning aids. Very little is evident in the textbook at any level. Due to the variety of the Databank, learning aids as questions or tasks for the reader are eliminated in the textbook. The guides present goals and concept development sections and both inductive and deductive skill development. There are guides for introducing reading skills, but many are just specifically related to reading and questioning experiences.

Many attractive pictures are presented throughout the series. At the lower levels, pictures are appealing and can be used effectively to teach subject matter. At the upper levels of this series, the illustrations are helpful but aren't used as an aid in comprehending the material. A mixture of maps, graphs, and charts are presented in the series.

Supplementary teaching aids are most valuable in a series like this. They encompass a wealth of information, and the guides have a day-to-day plan for the teacher. Helpful ideas are offered for concept development.

To be most effective the teacher and student should have easy access to the various materials which make up the databank program.

Reviewer #13

Windows on Our World

Houghton and Mifflin

On the basis of some evaluative criteria for reviewing materials, Windows on Our World (Houghton Mifflin) meets most of the specific areas. This is a social studies series combining appropriate reading levels and content selection in a most interesting format. The series utilizes many types of "daily living" topics which should increase the development of a child's self-concept. In addition, the materials appear to be written to accommodate the elementary student in a successful way.

This series is generally appropriate for each grade level. The Fry Readability Formula was used to determine level of readability, and only minor exceptions were detected. Two upper levels did indicate a slightly higher grade level than that for which the books were written. Almost all elementary students would find the linguistic patterns in the different books appropriate for understanding the content.

Each level progressively expands on the length of the sentences and on the amount of vocabulary introduced. Overall vocabulary development is treated very well and is evident in a number of ways. At the upper levels, words are identified, defined and attempts are made at building vocabulary skills. Level one does not highlight new vocabulary in the student textbook, but words are to be introduced for each lesson. One would utilize the teacher's manual in developing new vocabulary. There is a vocabulary section at the end of levels one and two. These are presented in a picture dictionary format.

At the upper level, new words are presented in boldface print. There are also many instances where the word is followed by a parenthesis which identifies the pronunciation for the student. A plus factor for the books at the upper levels is that new words are defined in context for the student. The teacher manuals provide for vocabulary development throughout most of the daily lessons at each level. Essential words for helping to teach the subject are identified for the teacher.

Except for levels one and two, all the books present a very valuable glossary. Important words and terms are listed with a definition of the term and a page number where the student can find out more about the word or term. A number of these glossary words do not appear in bold print nor are they given with any pronunciation in the context of the material.

Concepts are presented both deductively and inductively. There are examples of both factors evident in the series. At almost all levels, the concepts presented are appropriate for development. Throughout the series the concepts build upon each other and provides for easier understanding. The materials do this well, and the assumptions made regarding prior levels of concepts are quite evident. The student is presented with stories and pictures to help develop the more abstract concepts. Each level does this most effectively. There are numerous examples where stories and pictures are incorporated into the material to help the student relate the concept with a personal experience. In the lower levels, students are presented a concept and then are given a variety of experiences in the text to better develop the concept.

This series is organized for logical development of the material. This is shown by the table of contents and the units and chapters within each level. The first two levels give only a general outline of the content, but the other levels identify specific topics, sections, or chapters with the appropriate page number. The specific units appear to be developed so that the student can comprehend the subject easily. The units and chapters provide for an introduction of the material which gives the student an overview. Many units and chapters begin by reviewing with the reader what has just been studied. This appears to help the student see a continuing flow of subject matter development. Although questions and appropriate tasks are often presented for the student to help pull ideas together, one minor shortcoming is the lack of consistent summaries in the various units.

The learning aids are quite good in this series. Starting at the lowest level and continuing through the series, many questions are presented for the reader. The questions are most helpful for developing the various concepts presented. They are found within the context of the material and at the end of a particular section. The questions at the end of the various sections allow for summarization of the material. The questions appear to span the different levels of reasoning. The student is exposed to literal, interpretive, and applied types of questioning processes.

The usage of illustrative materials is an asset. Readers are presented with pictures, charts, maps, graphs, and time lines in a most appealing format. It is evident that these aids are all included to increase comprehension of the subject. This is especially true at levels one and two. Some form of illustrative material is found on almost every page, and this is appealing to many students. The inclusion of these illustrative aids relates directly to the understanding of the subject. The teaching manuals provided for the teacher include the use of the illustrative aids in the strategies for opening, developing, and concluding the lessons.

The teacher's guide is exceptional in providing extra materials for the text. Each section provides for daily lessons with strategies for developing the content. Teachers are given unit objectives and background first. Then specific lessons are presented with performance objectives, materials, vocabulary focus and strategies and ideas for individualizing other related experiences. A variety of evaluation guidelines are available for each level. There are pre and post tests provided for the teacher, and informal evaluation experiences are also included.

Additional supplementary aids in this series are the Social Studies Skill Masters for the various levels, and activity cards and books for levels three through six can be purchased. These supplementary aids can all be useful.

Windows on Our World appears to be a social studies series which will help the elementary student in acquiring the knowledge, skills, and attitudes presented in a most varied and meaningful way.

Reviewer #14

The Making of Our America

Allyn and Bacon

Concepts and Inquiry does an adequate job of showing the multiethnic and multiracial nature of American society, especially as it developed historically and especially in Grades K through 4. The program does give less weight to the idea of "one out of many" as a whole than to the idea of "one." Because Grades 5 and 6 review world history, they touch on the character of American society as such only occasionally and indirectly.

A brief description of the program by topics is helpful. "Early Childhood" and first grade materials emphasize children's immediate social world of family and school. Kindergarten materials also include children from Japan, Mexico, England, and Nigeria, while first grade booklets offer our nation's capital, and explorers from Marco Polo to Estevan to Glenn. In the second grade a) American communities are followed by b) Alaska and the Eskimos, and Australia and the Aborigines; and c) then by six types of American communities from grain farming (Webster, Iowa) to steel making (Pittsburgh). Grade 3 covers American history to roughly 1900, followed by a semester on "The Metropolitan Community." Grade 4 focuses on "Agriculture," "Industry," and an area study of India. Grades 5 and 6 move from ancient civilizations through history in many parts of the world to roughly 1900, along with area studies of Latin America and the Middle East.

Copious pictures and drawings in K-4 materials show the diversities and commonalities among the American people. Indeed, by Grade 2 the text asks children to state some ways in which all people are alike and different. Especially do the pictures present such a state of affairs as proper and normal.

According to pictures in K-4 materials, our people live in big and small families, headed by both parents, or by only a father, or mother, or grandparent, or even by foster or adopting parents, and with and without live-in grandparents. Families live in a wide array of dwellings: old apartments in crowded urban areas; farm houses; Zuni "apartment houses;" new high-rise buildings; shacks; duplexes; pleasant single-family houses; mobile homes; igloos, company houses; and more.

Our people buy things in supermarkets and shopping centers; Goodwill Thrift stores; Greek restaurants, book stores; and several kinds of ethnic grocery stores.

American live in many kinds of communities, from Yakima, Washington, to "Progress City," to Fort Bragg, North Carolina.

Moreover, our people our old, as well as middle-aged and young, and even occasionally physically handicapped.

These materials show blacks and whites, Chicanos and probably other Latinos, people of Asiatic origins, and Native American Indians, along with others less visibly identified.

Blacks and whites are pictured in many kinds of roles. Blacks, like whites, may be mayors, doctors and dentists, teachers, and military officers, for example, as well as workers in other sorts of occupations, some of lesser status.

The program as a whole gives a good deal of attention to the contributions of outstanding Americans; many blacks from many walks of life figure in these lists: from Benjamin Banneker to Harriet Tubman to Thurgood Marshall. Martin Luther King, Jr., Frederick Douglass, and Malcolm X are all there somewhere.

Blacks are also present in the major movements of American history: as fighters in the Revolution and Civil War; as settlers, cowhands, and scouts in opening the West; as workers in the growing urban areas, for example.

Text material discusses slavery at every grade level, 1 through 6, in more detail in the later grades. To encourage empathy children are asked how they would feel were they taken from their homes and enslaved. For the most part, however, the text tells children: the first blacks were bond servants, later made slaves; slaves, both skilled workers and field hands, were badly treated and wrongly denied their freedom: and blacks tried to escape to freedom. While the text shows slaveowners as occasionally troubled by the immorality of slavery, the text also shows an impressive Southern plantation house "made possible by the cotton gin and slavery." In Grade 6, one part of the treatment of Western imperialism in Africa is the international slave trade and the Middle Passage, along with a clear diagram and a picture of a Middle Passage slave ship. (The effects of European and Arabic slave traders on Africa--and a respectful treatment of the Ganda people--are also included.)

Grade 3 history reviews the denial of civil rights to blacks after the Civil War and asks children to find out more nearly current changes such as the Civil Rights Act of 1964. Children are told that even today Afro-Americans still do not have all the rights of whites and are still struggling for these rights. Blacks moved to cities in search of jobs and opportunities because post-Civil War blacks were poor. Many are still poor. Some of these same points are repeated here and there throughout the program. The text speaks forthrightly about both injustice to blacks and their contributions in spite of it.

Several groups of Native American Indians, of not cleary explained but different culture areas, appear in all the early grade levels, in greater detail by Grade 4. Indians are usually shown as the first inhabitants of an area. They engaged in farming as well as hunting. Those in the Southwest irrigated crops. Children are asked to compare Iroquois and Pueblo culture. Children are told that white settlers drove Indians from Indian land; that white diseases killed off Indians, that treaties "broke down," and the like. Differences in ways of using land, to some extent in ways of life, brought culture conflict, an explicit concept to be learned. Students are occasionally asked to compare settlers' views with Indians'. The story of the Indians is a "sad one," with "much cruelty on both sides." A number of famous Indians come into the texts from time to time, Samoset and Squanto and Sacajawea, for example, though Blackhawk, and Sequoia and the Cherokees are not discussed directly. Children are asked to find out about Chief Joseph, Crazy Horse, Will Rogers, and a few others who appear on lists of outstanding Americans. From Indians have come names of American states, towns, and rivers, and such familiar words as "canoe." All in all, however, American Indians are portrayed more as victims than as people whose culture may still enrich American life.

Less attention goes to other visibly identifiable people. Mexican Americans are mentioned as early settlers of the Southwest. Along with American expansion and the Mexican War, Grade 3 students are asked, but not supplied with information, about differences between "Mexican and Anglo-American cultures," that is, culture conflict.

Latin American citizens are included in the Grade 6 area study of Latin America: Mexican American culture is tied to the respectful and fuller accounts of the history and culture of Mexico itself. Words in our language, foods on our tables, bilingual education, migrant farm workers, and Senator Montoya all get some mention, as does Cesar Chavez and the farm workers' boycott. Fewer pages go to Puerto Ricans. Unfair treatment of Hispanic Americans; their difficulties with language and with lack of skills; and poverty figure in this area study and very occasionally elsewhere.

A few Latinos are among the names of contributors to America: Henry Gonzales and Roberto Clemente, for example.

Although people of Asian stock appear in pictures of city streets, family life, and work activities, they figure only briefly in the prose of the text: for exam[illegible] as labor for the transcontinental railroad.

Because whites did not understand Chinese culture, whites passed several discriminatory laws, examples of culture conflict. Only an occasional person of Oriental background appears on lists of outstanding contributors to America. The "relocation" of Japanese-Americans is omitted since World War II is omitted.

Other ethnic groups are less distinct. For the most part, they are immigrants. According to the texts for Grades 3 and 4, the American people come from every continent and many countries. Five pictures make clear the ethnic diversity of our people. The multi-ethnic character of the Thirteen Colonies is obscure, and several groups of current newcomers get scanty notice. Especially are immigrants portrayed as city workers attracted by jobs in growing industry. The text is frank about their hardships and difficulties. Pictures show slums and sweatshops. Youngsters are told that big cities still have "nationality groups" which have helped newcomers and kept old ways alive. "Many of these nationality ways have become part of American life." Nevertheless, immigrant ways were sources of "culture shock" and "culture conflict." Students are asked whether it is good to have many different kinds of people in big cities and what problems follow therefrom.

Moreover, students conclude their Grade 3 study of metropolitan communities by investigating their own. Using the comprehensive set of questions which have served as the framework for studying all communities, children are to gather information not only about such matters as climate and economic base, but also about people and their religious and nationality groups. Students are to identify city problems including "unfair treatment of some groups," what is being done about these problems, and what more could be done.

Texts do list many persons of diverse ethnic origins among the outstanding contributors to our nation who are worth children's investigation. All in all, however, materials suggest that diversity is more a source of problems to be dealt with fairly than a source of cultural wealth.

American people are of diverse religious faiths; especially and respectfully are they any of several sorts of Protestants, Catholics, and Jews. Both pictures and text show synagogues and churches, including parochial schools, as everyday community, institutions. However, the texts do little to explain to children specific points of religious observance, about which youngsters often have questions. Other religions, as well as these three, figure appropriately as aspects of world history and area studies. The area study of the Middle East, by way of illustration, describes the beliefs of Muslims and Jews. It explains the meaning of prejudice, especially against Jews; and includes the Holocaust, called bluntly "murder" and "dreadful." At several spots throughout the program youngsters are to learn that many of our people come to America for religious freedom, a right to which we are all entitled.

Especially at Grades 3 and 4, though at places elsewhere, does the program consider formally the conflicts among the diverse groups of our nation. "Unfairness," a word plain to children, is the term used, although "racism," "discrimination," and "culture conflict" also appear. America is made up of many groups of people, children are told, who differ in skin color, language, customs, religion, and how much money they have. Sometimes members of one group treat other groups unfairly. ("Black people in the city often have the hardest problems of all.") Children are asked to find out about Jewish Americans, Afro-Americans, Mexican Americans, and five other groups and to decide whether they have been treated unfairly. Students are also asked why it is unfair to judge people by their characteristic "differences" and what can be done about unfairness.

On the whole, the program is non-sexist. Through the first four grades women and girls appear in pictures, photographs, and diagrams just as do men and boys. Women and men, girls and boys were, for example, Puritans, pioneers, and immigrants. To explain "business partnership" and "corporation," the text presents Bea, Harry, and Dan who run a lemonade stand. On a modern Iowa grain farm, Mr. Hanson and his son work the field machinery, while Mrs. Hanson keeps the farm's business accounts. Both girls and boys ask questions in several texts to find out about metropolitan communities and the like. Women are included in the list of outstanding American contributors and achievers. Although men outnumber women on these lists, it is well to remember that social roles assigned to women have ordinarily precluded the achievement required to "make the list."

The text shows today's women in a variety of roles. They are mothers and shoppers, to be sure. They also carry on market research and engineering in the automobile industry; serve as municipal firefighters; sit on public utility commissions and city councils. Women and men hold higher status jobs--teachers, mayors, doctors--and a multitude of other jobs as well. Girls play baseball with boys, and women vote as do men. However, little attention goes to the changing roles of girls and boys, men and women.

The requirements of reviewing the history of the world in Grades 5 and 6 makes consideration of women's roles difficult since little can be treated fully or in depth. Women's roles are as indistinct, for example, in ancient Greece as under the Manchu Dynasty. The text does include women in pictures: to illustrate, an Egyptian pharaoh and queen; Scheherezade, who also figures in a story; Renaissance paintings; Queen Elizabeth; and a Seventeenth Century Japanese scene.

The area studies of India, Latin America, and the Middle East for [illegible]s 4, 5, and 6 also include women in the ample supply of pictures. Physical geography, history, and economic development largely crowd out women's roles. Still, a woman teacher in a village in India explains the role of education, and machismo gets attention in the text discussion of Mexico. In the study of the Middle East both David Ben-Gurion and Golda Meir loom large among Israelis. The role of women in traditional Muslim society is described as a part of religious custom, in the past unquestioned ("An American girl might ask, "Why . . .") though now only some women wear veils.

Language in the text is non-sexist. Typical are such words as "people," "human adventure," "men and women," "person," "we," "farmers," "workers," and "children."

Men and women, girls and boys, are clearly "there" in the social world of past and present, though their roles in our society are not the subject of serious study.

In a sense, the program may be called global education because it includes peoples and countries from all over the world. Their history, to be sure, gets the major consideration, but the present is not omitted. In another sense, the program sees other cultures too often through Western or American eyes to be "global." However, the emphasis on other lands and other times makes it likely that children can find their forebears in their social studies texts.

A look at the basic character of the program will contribute to understanding its picture of society. Although the program bears the title, Concepts and Inquiry, the program is stronger on concepts than on inquiry, if inquiry means learning to figure things out for yourself. Most objectives are stated in terms of what is to be known, as distinguished from abilities in thinking and valuing. Concepts are drawn from all the social sciences, especially history. The program aims to build up many concepts: immigrants, technology, keelboat, mixed economy, nationalism, culture shock, culture conflict, developing and developed nations, and winter wheat, for example. Many concepts the program includes without much opportunity for actual development. Major concepts do indeed influence the selection of information, but they share that function with the chosen topics. "The ability . . . to apply the concept to the topic is a measure of . . . attainment." The program covers a great mass of both concepts and particular information.

The role of values is not explicity discussed in program descriptions. However, values do appear in the prose of the texts, sometimes as explicit, sometimes as covert, statements of good and bad; sometimes as matters which have both "advantages" and "disadvantages"; and occasionally as questions which children are to examine themselves. Though "practical judgment" is endorsed ("What would you do?" or "What would you have done?" "Why?"), the kind of structure students need to develop abilities in decision-making is rarely offered.

Instructional materials are arranged by grade level, with both sequence and continuity. However, since texts are available in sturdy booklets, they may be used flexibly for one grade level or another to fit student abilities. The sheer quantity of materials may require teachers' selecting parts and omitting others. Text booklets with culminating units and/or reviews, a few filmstrips and vocabulary building exercises also came with the program. Teacher Guides for each text include at least some suggestions for teaching, and an annotated bibliography of films, filmstrips, charts, songbooks, recordings, books for children, and the like.

This program does make clear that American society has been made by people who came from many parts of the world and that Native American Indians or Eskimos were already here. Children are to learn that opportunity ought to be open to all. Minority groups are discussed with respect; their achievements are acknowledged and the effects of injustice plainly stated. Still minority groups are viewed more as a source of problems to be dealt with than a source of cultural vigor.

Reviewer #14

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

The Social Sciences: Concepts and Values, Harcourt, Brace, Jovanovich, Inc., does an adequate job, though with some weak spots, in picturing the pluralistic character of the American society - and of the world at large.

This review looks first at the general tone and basic organization of the program and then moves to a discussion of more particular characteristics.

From primary grades on children are expected to learn that all human beings are both alike and different. That American people - and people elsewhere - are of diverse racial and ethnic origins is amply clear in pictures, print, accompanying filmstrips, and other instructional materials, as well as in learning activities. Blacks, whites, Chicanos and other Latin Americans, Native American Indians, those from one Asian country or another and the Middle East appear throughout the program, some more frequently than others, oftentimes mixing [illegible] everyday situations. Such mixing is shown as natural and normal.

As a whole, the program emphasizes both the commonalities in American culture and whatever may be the close-to-home aspects of children's own social worlds. Excepting American Indians, our many sub-cultural groups are treated in the texts as immigrants who have become Americans, though many have kept some of their older ways. However, a number of activities do ask students to find out about sub-groups in their own communities and to think about diversity as enhancing the quality of life. Such activities, tightly related as they are to the text, may have more reality to children than do the printed pages. Native American Indians are considered, though not as immigrants, and more fully and perhaps more sympathetically than other groups. Moreover, it is clear that respect should be accorded and opportunities open to all.

The program focuses on the development of concepts, skills, and values. Unit activities and instructional materials are designed to build key concepts in the social sciences, including history. Units (except at the kindergarten level) are organized around "conceptual schemes", each largely, though not entirely, drawn from one of the disciplines: anthropology, sociology, geography, economics, and political science. History supplies a great portion of the specific information from which social science concepts are built: United States history in Levels 3 through 5, and world history in Level 6. Much specific information describes other cultures; this program has a clear global perspective. Much is to be drawn from children's own everyday world. The wide range of specific information makes for rich comparisons and contrasts in building concepts. However, the concept determines the specific information included; thus the black civil rights movement, for example, is used to develop the concept, "political behavior", rather than to picture the black experience of the last decades.

Social studies skills and values are an integral part of the methods of inquiry through which concepts are developed. Gathering evidence by observing, reading, interviewing, and recording; classifying; labeling; comparing and contrasting are stressed in the primary grades. Along with these the middle grades also include forming and testing hypotheses, analyzing social problems, proposing alternatives and predicting consequences. While primary levels emphasize awareness of "self" and "other selves", Levels 3 through 6 ask children to recognize other people's values, an to clarify their own.

Map, charts, pictures, films and filmstrips, stories and other forms of print, graphs, diagrams, and still more are regularly sources of data, as are children's experiences and investigations.

Units ordinarily a) begin with some fairly concrete activity; b) move into several sub-sections, usually containing content from several time periods, cultures, or places; and c) end with activities related to children's own social world. Further information about those periods or cultures is added in succeeding sub-sections or units. Thus concepts, investigation, thinking, and valuing develop coherently in each unit. Tone and organization of the program in mind, this review turns to more particular aspects.

Race appears explicitly at the beginnings of both Level 5 and Level 6 for two concepts: "adaptation" for the former and "variability" for the latter. Children are expected to see that race refers to genetic and/or physical traits and that as a means of grouping people race is a largely arbitrary classification. Thus children are shown that the idea, race, explains little, and far less then culture. Several activities ask children to make this point their own. In Level 6 the major example among several is that of two boys of Japanese stock, one Japanese and one American, who learn their respective nation's cultural ways. (The American has learned a little, but very little, of Japanese sub-cultural characteristics.) In further, typical activities children are to consider whether it is better to join a club of their own cultural and racial group or one open to all, and to investigate the holidays of many American cultural/racial groups.

While it is true that skin color is not better than size of ears - apossible criterion offered in a question to children - either for classifying people by race or for viewing people respectfully the materials skirt the point that skin color is a means of labeling groups in American culture - and elsewhere. These levels do little to relate race to racism or to examine racism out loud. Ignoring racism is not enough. Fixed status and social mobility are concepts included in Level 6, but the major information is drawn from Appalachia and the Indian caste system, both portrayed as changing. Both are related to an investigation of community action for any kind of loeal betterment. However, neither fixed status nor social mobility is explicitly related to racism. Suggested activities do allow wise teachers to tie skin color to racism, fixed status, and mobility, but the materials per se do not do so plainly and helpfully.

Blacks, one major group in our multiracial society, are commonly included in information offered and in activities for investigating, thinking, and valuing. To illustrate, an African culture is one of six "around the world" cultures in the kindergarten program. (Several African cultures also appear in later levels among the many others, past and present.) Level 1 asks children to develop an idea of "past" by seeing where families came from: a black school teacher's family in Cleveland once came from an African city, by way of a mechanized Georgia cotton farm. (So also did Chinese, Italian, and Irish come from, obviously, China, Italy, and Ireland.) Blacks reappear in Level 3 among colonial settlers and explorers, who must interact with new environments. Farmers and ironworkers, especially from West Africa, were brought to the early South, first as indentured servants. An activity in classifying information asks youngsters to place blacks, along with others, on a chart organizing "Who came," "Why," and "What They Found." Both Paul Cuffe and Roger Williams aim to change Puritan voting restrictions.

Slavery is treated in Level 5 in a section on political organization as a means of resolving conflict. Basic information in prose and picture shows antebellum slavery in a plantation-dominated society. A diagram of a Middle Passage slave ship is there, although its small size makes it more of a design than a picture of human misery. Nat Turner gets a mention. Frederick Douglass is an abolitionist. "Antislavery people secretly guided escaped slaves," though blacks are not mentioned as operators in the underground railroad. The focus is on slavery treated as one political issue leading to the Civil War: a source of political conflict between North and South in framing the Constitution, settlement of the West, tariffs, and the like. Youngsters are to organize charts contrasting the differing interests of North and South. Children are also to investigate examples of special interests in their communities: local political minorities who want protection of their minority rights and local political action groups. Although Lincoln is quoted as saying that defenders of slavery did not want to be slaves, the special interests of antebellum blacks and their minority rights are largely omitted. They ought not to be.

The post-Civil War period is also focused on political organization and decision making: problems of reconstruction and conditions for Southern blacks and whites contain familiar information. Students are to view the Black Codes from standpoints of white plantation owners, freed slaves, poor white farmers, and Northern factory workers. Blacks, says the text, though legally free, had nothing.

In a subsection developing a concept, "political behavior," youngsters are to compare the positions of Booker T. Washington and W.E.B. DuBois and to find out about the contributions of important black Americans. Political activities of several black civil rights groups result in a response by the Executive (Truman desegrated the armed forces), the Supreme Court (Brown vs. Topeka), and finally Congress (Martin Luther King and the Civil Rights Act of 1964). Since children are to figure out why blacks pressured first the executive and then the courts, students may come to respect black political ability. Pictures of two old-fashioned schools suggest inaccurately that separate was equal, and equally poor at that. Similar political behavior by Cesar Chavez and Chicanos, American Indians, and women's groups follow briefly. Although investigating urban problems, crime and transportation, and thinking over values in using political power come next, these are focused on the political system, not on blacks. In this reviewer's judgment, treating the role of blacks largely in political terms is too narrow. The black experience, especially from the blacks' own frame of reference, ought to be given a more deeply human significance in Level 5.

True, blacks in Level 6 are "the latest newcomers to cities." Segregation, students are told, was one cause of movements to cities, where discrimination made their lives still hard. This information is related to an investigation of such urban problems as slums and overcrowded schools, and to a try-out of teacher-planned and arbitrary discrimination. The text fosters the impression that through no fault of their own, blacks are poor and in low status jobs. Many are, and children must recognize the results of discrimination. But more ought to make plain that in spite of discrimination, other blacks have achieved middle class status, higher education, and responsible professional and managerial jobs out of their urban opportunities.

Available with the program is a supplementary paperback on black participation in American life. Although this reviewer judges it fuller and better at promoting understanding, the paperback is still not "mainstream" and hence not reviewed here.

Information about blacks, as has been said, is selected partly for significance in itself and partly for building social science concepts. Similar selection criteria are in play for other groups.

Native American Indians are one of the six culture groups in the kindergarten program. Squanto appears in Level 3 to help Pilgrims adapt to their environment. Differences between Indians' and English colonists' views of land - use versus ownership - follow in both text and role playing. Later on students may compare forming the Constitution with forming the Iroquois Federation.

In Level 4 children study the culture of Blackfoot Indians and compare the ways Blackfoot Indians learned their roles with how children themselves learn theirs. Children are likely to find Blackfoot values on sharing deserving of respect. When students work up a skit on 18th century conflicting claims to western lands, they are told that Indian claims were ignored. In developing a concept of social control in differing cultures, students examine 19th century conflicts between Indian and western settlers' ways, especially and again on land use. Tecumseh's efforts; the Cherokee Trail of Tears, the Indian Removal Act; loss of buffalo herds for the Plains Indians; their "last stand" in the West; and broken treaties are all included. Activities are rich: role-playing conflicts, library investigations, modern Indian protest songs, reading a chief's own statement, investigating present TV portrayals of Indians, and more, although all are tied, in the end, to changes in Indian culture, broken promises and the need for changing laws and treaties in general, and then, conflict resolution in children's own lives, not Indians'. Sequoya's efforts to unite Indians by an alphabet and to work with the government do appear, somewhat ineptly and briefly as one example of people's efforts to get government to act; other examples are building Western railroads and the farmers' Granges.

Hopi culture is studied in Level 5. The presentation of several facets of Hopi culture is respectful and full enough to allow children to see Hopi values and practices in Hopi terms, to compare these with children's own ways, and to consider carefully how much of Hopi culture should be preserved in the midst of the dominant modern world.

The program gives much less explicit attention to Chicanos. Mexican village life is described in Level 5 clearly enough to allow students to see Mexican ways. At the end of the sub-section, a Mexican boy comes to Detroit. Children are to think through what he should do in his new culture, what they could do to help him, and what he could offer them. In Level 3 an immigrant from Mexico learns English in his American school, and in Level 4 an American girl learns Spanish to talk with her Spanish-speaking friend. As for blacks, a searchbook supplements the program. This supplement, too, offers fuller and respectful pictures. Especially does its bilingual character make it helpful. However, since it is not a "mainstream" program, it is not described here.

Out-loud attention to other Spanish-speaking American groups, Puerto Ricans or Cubans, for example, occurs only rarely. However, revolutions for independence in Latin America and Africa, particularly Ghana, and the American Revolution encourage children to see common aspirations among "their people."

Other ethnic groups, whether or not identifiable by physical characteristics, are often included, but, to repeat, primarily as immigrants. In Level 3, American colonists came from Western Europe and Africa and had to adapt in their new land. A number of activities ask children to consider what wil happen when people of different groups come together and whether people should have to change. Several value exercises do call for children's examination of how to interact with present-day immigrant newcomers. Making their own multiethnic cookbook is suggested. Although contributions to American English from other languages are a listing and comparing activity, the emphasis is on the usefulness of a common language and even "standard" English. An anecdote praises the school as an Americanizing and English-speaking influence. Although an exercise for thinking calls for using information to explain America as a "melting pot," no alternative interpretation is asked for or offered. Though sympathetic to the problems of immigrants, the emphasis is more toward their becoming "one of us" than on enriching American culture.

To develop a concept of human resources in Level 5, peoples "from many lands," Europe, Asia, and Africa, reappear as labors, contributors to the nation's work. (However, teachers are urged to discuss a wide range of reasons for coming to America.) Again in Level 5, the culminating unit emphasizes that the American people came from all over (while American Indians were already here), often keeping their "special customs." Youngsters are to find out where they settled, their problems in adjusting, why they came, especially to children's own communities, and what they kept, although the text does not itself offer specific contributions. A map shows many immigrant concentrations - alas, omitting blacks.

Level 6 returns to immigrants in the context of industrialization and the rise of cities. Several activities focus on the case of an immigrant Greek family facing difficult decisions about moving to America. Children are to interview adults to find out when and under what circumstances their forebearers came to this country. Exercises raise questions about the justice of low wages, positive aspects of living in a "nation of immigrants," the realization of immigrants' hopes, and immigrant neighborhoods. (Related black migrations have already been cited above.) This level makes plain initial hardship and discrimination, especially in cities.

Level 6 also gives some scanty mention to the religious affiliations of immigrants. One of several contrasting political systems, Hitler's ("brutal") government, the text says briefly, killed off Jews. Moreover, Level 5 offers youngsters several activities for understanding that in adapting to life in America, Jews have kept their Jewish traditions and religion. The Sabbath is explained, though Rosh Hashanah is an "extra." Hanukkah is mentioned in several levels of the program, probably because it comes at Christmas holiday time, while Yom Kippur, more important to Jews, is not mentioned. Hopi religion is included in Level 5 and respectfully treated. At lower grade levels Penn's religious toleration as an inducement to immigrants appears along with toleration in colonial Maryland and New England. Activities dealing with holidays, frequently religious, occur off and on throughout the program. Nonetheless, it does not emphasize religion as an institution contributing richly to American culture.

Women and men, boys and girls, are ever present at all levels of the program. By and large, the language used is non-sexist: "he or she," "chairman or chairwoman," "people," "children," and the like. Women and men are needed and to-be-valued members of society; both are producers, consumers and citizens. Both nurture; both show affection. Especially at the lower grades women are frequently "mothers" who cook, shop, and take care of children, while men are farmers, astronauts, doctors, and machine workers. Indeed, throughout the program pictures more often show women in fewer kinds of careers and of lower status than those of men, although in the upper levels women do at times appear as legislators, judges, community activists, city planners, and the like.

Students are asked to consider women's roles beginning at the third level, where the information comes from Puritan home life. Women's work was vital, so much so that lazy women (but not lazy men) were publicly scolded. In several exercises youngsters differentiate Puritan sex roles, especially in work, compare them with a wider range of roles in today's society, think about why women work outside the home today, investigate jobs they themselves may sometime hold, and consider whether boys should make the fire and girls cook on a class picnic. In a later unit women's suffrage is one example of several changing values resulting from social conflict. At Level 5 the women's rights movement is one of many examples of organizing political power to obtain rights and opportunities from government.

Level 6 builds on what has preceded. Children identify sex roles in cross-cultural contexts from Sparta to modern Russia. They are told that American women's roles changed towards greater opportunities as farm and city life changed in the 1800's. Students are to differentiate the roles of girls and boys, men and women in our own present culture and to project to the future. Youngsters are to consider a number of value-related questions: for example, whether presently differentiated roles are fair; whether presently differentiated roles are fair; whether "he or she" should hold any jobs they can do; whether women should work outside their homes. Teachers are urged to help students notice that "different" need not mean "unfair."

Respectful attention is given to social scientists. Both men and women, they are of many racial and ethnic backgrounds.

Farm, small town, suburban, and city people are copiously included, along with representations of many regions of our country. Migrant workers are accorded dignity. Differences between rich and poor are not often considered. Types of American families are narrow: the standard picture is mother, father, and two or three children, while single parent families are as rarely suggested as divorce. Handicapped people are virtually omitted. Old people appear largely as grandparents who have varying positions from culture to culture.

The program is clearly designed to foster global education. From kindergarten through sixth grade, cross-cultural perspectives are the common ones. Such perspectives are needed for the world today. They also permit children to see their roots in the cultures of many European, Asian, African, and Latin American countries.

Teachers' guides suggest wide varieties of learning activities, many non-reading, many essential in the program, along with lists of a few additional and annotated resource materials. The program also offers sets of study prints, sound filmstrips, activity books for mastery or individualizing, a bibliography of audio-visual resources, value clarification activities, and for the upper levels, tests and record forms, as well as the two searchbooks on blacks and Mexican-Americans. Since these materials fit the objectives of the program, they need notice but not further description here.

That there are many kinds of Americans - and many kinds of people in the world at large - is clear in this program. As human beings they are entitled to human dignity. Nevertheless, the rigid requirements of selecting information for social science concepts and the underlying emphasis on assimilation as an ongoing process in our society get in the way of picturing our full cultural abundance.

Reviewer #14

The Holt Databank System

Holt, Rinehart and Winston

The Databank System shows the pluralistic, multiracial, multiethnic character of our urban society, especially among the poor, far more clearly than it does the American society at large. The varied roles of women and men, however, are shown more fully.

This review considers first an overview of the program, and then goes on to pictures of sub-groups in our society and then to program organization.

Materials for Level 1 focus on People; Level 2 on Communities; Level 3 on Cities; Level 4 on Technology; Level 5 on American History; and Level 6 on Cultures. Although all include some information from children's immediate social worlds and their larger American society, all carry also heavy loadings of content about other parts of the world, past and present. Program materials at every level have three integrally related components: a) a text; b) a Databank of filmstrips, cards, foldouts, packs, master sheets, puzzles, and simulations; and c) a Teachers Guide, which includes activities often essential for learning the objectives.

That the American society is made up of many kinds of peoples comes clear, no matter what the form or media. Americans may be black or white. They may be of Hispanic origin, especially Mexican or Puerto Rican. Their forebears may have come from one Asian country or another, though most often from China or Japan. They may be Native American Indians of any of several tribal groups. Or they may be from the Middle East. They may be the descendents of European immigrants. Many pictures may be "almost anybody." Our people have such names as Mr. Hamady, Mr. Wicks, Henry Ford, Arthur Magee, Natalie Stein, Pedro Ramos, Emil Radzik, Robert La Follette, Angelo and Maria Lazeri, Manuel, Claude Brown, Mary, and Tom.

Some of our people are old, some middle-aged, some young. However, we are rarely physically handicapped. Families are of many kinds, large or small, nuclear or extended, headed by two parents or by only a father, or mother, or cared for by a grandfather. Both men and women work at jobs outside and inside their homes.

Our people live in "cities, suburbs, and hinterlands;" in Paterson, New Jersey; University City outside St. Louis; and Portland, Oregon; and such places as Nome, Honolulu, Omaha; Hershey, Bangor, Pittsburgh, Chicago, New York, and Atlanta. Though some of us live on, say, a ranch in Texas, a farm in Ohio, or in Appalachia, or on the Navajo Reservation, we are, nonetheless, an urban people.

People are alike and different. An occasional learning activity comes at this point head on. In the early days of Level 1, for example, children are to classify themselves by hair color - or by weight, skin color, or some other criterion, and notice differences in the palm lines. Nevertheless, this generalization is more a matter of overall tone than explicit formulation.

Materials, especially for the lower grades, do show that diverse people mingle in classrooms, playgrounds, birthday parties, cub scouts, school plays, outdoor art shows, and neighborhoods. Such mingling is shown to children as natural and normal. Moreover, children are told in Level 3 that "city planners know that most people like a city mix," though "mix" is more a matter of places and activities than people. In Levels 5 and 6, however, the emphasis in materials is on diverse peoples in their ethnic and racial neighborhoods, "secondary groups," and social classes.

The end of a unit in Level 5, American History, focuses on the many sorts of immigrants who came to this country about 1880-1914. In an exercise on "Thinking About Values," children are asked "What is an American?" The Teachers Guide hopes that children will see that "being an American means many different things" and that many sorts of people "contributed something to the definition of American-ness." The "easiest" definition is citizenship, although teachers may "remind the class" that all the peoples of the nations of North and South America are also Americans. Though children and their teachers may, of course, build up definitions something like "salad bowl" or "melting pot," the unit materials per se do not. Indeed, materials come close to portraying our culturally pluralistic society as a collection of sub-groups of people who have most surely only legal status in common.

This review turns now to sub-groups. Blacks are chosen as the example typical of how the program considers the multiracial character of our society. Blacks appear in pictures in a variety of roles. For example, a family is included in the Level 1 text. In Level 2 a black woman office worker used a dictating machine for what her(probably not black) secretary will type. Mr. Latimer, a percussion player in an orchestra (his instruments are "tools"), is shown in text and filmstrip. The Magee family lives in a pleasant suburb. Mr. Magee is a foreman in an automobile factory, and Mrs. Magee works part time in an art museum. Here and there in other program materials blacks run computers, teach, campaign for women's rights, inspect milk for state government, and spruce up their city housing.

In Level 4, Technology, students focus on the consequences of technological change for concepts and theories of poverty; Boulding's influence of low income level, and Lewis's culture of poverty. Blacks, Mexican villagers, and Appalachian whites are the major examples. Youngsters carry on such activities as reading Claude Brown's own account of growing up poor, and using it to judge the adequacy of Oscar Lewis's theory; identifying thoughts and feelings of speakers in recordings from The Me Nobody Knows; and role playing cases of poor people - only some of whom are black - and social workers whose government-sponsored programs may help the poor. At the end of the unit students are to develop group reports recommending programs to attack the problems of poverty.

Level 5, American History, tells students that the slave trade was carried on first by Spanish, Portuguese, and West Africans (who expected slavery to be the milder form they practiced). Diagrams of

Middle Passage slave ships are too small to make real the "nightmare" described in the text. Children are told that to supply labor English colonists soon imported both black slaves and white indentured servants. Children are to compare slave life in Southern, Middle, and Northern colonies from Data Pack cards. In time, youngsters study the disagreements over slavery which the program considers the basic cause of the Civil War. Children carry on a number of activities developing ideas, inquiry skills, and values. For example, they read and interpret prose and pictures about slavery in their texts, and they listen to and make inferences from recordings of such songs as "Follow the Drinkin' Gourd" and "The Battle Hymn of the Republic." Frederick Douglass, Harriet Tubman, and Sojourner Truth appear along with white abolitionists in text materials. Black troops are included in a filmstrip on the War itself. A major focus of the unit is the study of Lincoln's decision-making process in issuing the Emancipation Proclamation; this part of the unit ends with students' own position papers on why he did it. Text material on Reconstruction follows; political and economic conditions as well as consequences for blacks are considered briefly.

Blacks reappear as "newcomers to cities," along with immigrants, as industrialization fostered urbanization. Children read two "Letters from the North" to back home, from which they classify feelings, explicitly stated and inferred, about forces for and against migration. Desires for both dignity and jobs shine through.

The concluding unit of Level 5 asks students to "continue to work as political scientists" in examining three current problems. Discrimination against blacks is one. Students are asked to compare accounts by Sojourner Truth and William Pickens of dealing with Jim Crow laws, particularly in transportation, and to infer that "separate" was not "equal." By interpreting a set of "Letters to the Editor" students are to recognize the problem Pickens faced, attributed more to the railroads than everyday people. The case of Rosa Parks follows. Teachers are to ask students whether a practice discriminating against blue-eyed children should be followed; children are expected to propose a substitute rule for the unfair one the teacher proposed. Students read what Rosa Parks and Martin Luther King, Jr.'s organization did, compare these measures with Sojourner Truth's and Picken's actions, and evaluate the fairness and likely success of the Supreme Court ruling. Lessons on discrimination in Chicago housing and Boston school integration come next. At the end youngsters are asked to identify the problem in Montgomery, Chicago, and Boston; to generalize that several strategies can be used to "solve a problem;" and to evaluate their comparative effectiveness. These lessons are enriched by role playing a local town meeting in which students are to focus on an actual problem of a local minority.

Blacks appear again as one of several sorts of "newcomers to cities" in present day America. A sociologist studies a black family which has moved to Harlem from the rural South - and other sorts of people.

On the whole, the program shows blacks as slaves; examples of poverty and the difficulties of people at the bottom of the heap who are adjusting to new conditions of urban life; the subjects of study by social scientists; and political activists pressing for civil rights. Blacks have clearly struggled for freedom and a better life. This picture is certainly an important one for young people. Here and there in the program are glimpses of a broader picture. However, blacks who have achieved "in spite of" or who live in rural areas get scanty notice. They ought not to be left out.

In Level 5, the culture of West Africa from which blacks came is treated as background to colonial American settlement in much the same way that European and North American Indian cultures are considered background. Among many activities children are to map types of African land; listen to a recording of a West African folk tale as oral tradition and one kind of historical evidence.; compare government and the values underlying it of ancient Ghana, the Iroquois, manorial Europe, and others; listen to Ibn Battuta's account of his journey to Mali to critique it as historical evidence; use a filmstrip of Benin art to make inferences about life in Benin; and so on. In the end, children are asked to develop value standards by which to judge whether the best government is that by a ruler and a few advisers who make all the decisions. In succeeding activities youngsters focus on several aspect of Yoruba and Ibo life.

Africa is not neglected at other levels. Zimbabwe is offered in Level 3 as one of four ancient cities studied by archeologists. Children are asked to observe pictures of artifacts in their texts and on Datacards and to make inferences. The Kikuyu of Kenya are one of three examples of nonmodern peoples examined in Level 4. Ghana is the example of a producer for the world market in cocoa beans. Again in Level 6 children use simplified methods of anthropologists to study the Kalahari Bushmen and of sociologists to study changing life in Lagos.

The pattern used for other visibly identifiable sub-groups is much like that used for Afro-Americans. People who may be of Hispanic, Oriental, or Native American Indian origin appear now and then as school children, families, workers in jobs of lesser or greater prestige, and everyday citizens. In Level 4 an anthropologist's study of Mexican village life in Tepoztian is also the occasion for reviewing Mexican history. In Level 5 the Spaniards conquer Mexico; Mexicans are there in San Francisco before it booms from the Gold Rush; and Mexican farm families migrate to California, where they struggle with poverty and new ways of life. A Puerto Rican family in Paterson, New Jersey, is one of several included in Cities. Puerto Ricans recur along with other "non-whites" in the fourth grade study of poverty. Ancient Mayan Tikal appears in Level 3: Iroquois and Mohave Indian cultures and to a lesser extent the Mound Builders are part of this country's history before the Europeans came. However, little consideration goes to western settlers' conflicts

377

with Indians and subsequent Indian loss of their lands, since urban America is the emphasis of the program. Navajos (Kit Carson's attacks included) are respectfully and clearly described as "a growing culture" in Level 6, while Taos Indians who had been "newcomers" in Chicago go back to New Mexico once the government has restored their home lands.

Ancient Shang China and Egypt are two of "the world's earliest centers of technology" in Level 4, while Japan (with England) is chosen as an example of "Becoming Modern." Level 5 offers the possibility that ancient Chinese may have "discovered" America before the Norseman and Columbus. Chinese and Japanese immigrants appear, primarily in the Far West. The Sakamotos in San Francisco's Little Tokyo find themselves subjected to segregation in schools, happily ended by Theodore Roosevelt. For all of these groups, children engage in a variety of inquiry activities using several sources of information in a variety of media.

All of these groups are included among the many immigrants who suffer hardships and difficulties in making their way in their new urban and American life.

Some minor attention goes to the multiethnic character of rural American society, past or present. Appalachian whites are among the poor considered in *Technology*. Once immigrants and still proud individuals, many have remained, children are told, in an area which can no longer support them. The full multiethnic, multiracial character of American colonial society comes clear in an exercise for making graphs in *American*

History. Although these colonists were primarily rural, their cities receive much attention. Western European settlers get a brief mention as participants in the settling of the agricultural West. Still the emphasis in the program goes to immigrants as "newcomers" to the cities. While immigrants from Western Europe, espcially the English of colonial days and the Irish, are included, European "newcomers" to the cities are likely to be eastern and southern Europeans.

In Level 5 children use a rich set of materials: a text story about a Hungarian immigrant; filmstrips; a recording about arriving in America; news stories; pictures of slums; data fold-outs about two Jewish immigrant families in New York and two Italian immigrant families in Chicago; recordings of songs; and more. Children are encouraged to develop empathy by finding what it was like to be an immigrant. They are to carry on a broad range of activities: for example, classifying information; comparing "national" groups of immigrants, 1790-1830, with those of 1890-1929; hypothesizing about the views of already-American workers and owners of industry towards the immigrants; finding sources of resentment and discrimination; recognizing values of differing groups; generalizing about conditions for the newcomers' and explaining why immigrant groups lived in their own ethnic neighborhoods. Children are both told and asked to generalize that immigrants had "a hard life, but better than life in the old country" and "hope that life would get better." The difficulties of these European immigrants are then to be compared with, to repeat, those of Mexican, Chinese, and Japanese immigrants and of blacks also moving to the cities. A game of musical chairs modified to make the remaining chairs represent "too few jobs" for the players makes vivid the feelings engendered by those trying to "get in." The unit includes also an explanation of how immigrants became citizens and a previously mentioned discussion of what is meant by "American."

Immigrant groups are portrayed respectfully and sympathetically. That they contributed labor, ambition, and hope is amply clear. Their contributions to enriching American life are illustrated especially by the splendid variety of songs brought from many lands.

In Level 6, Cultures, blacks as newcomers to Harlem, Irish immigrants to Boston in the 1850's, Taos Indians in present-day Chicago, Puerto Ricans, and other immigrants appear again. From these examples students are to continue to build several major concepts stressed for the sixth grade and elsewhere in the program: "Social mobility," both horizontal (country to city) and vertical (upwards on the social scale); "prejudice" ("how the larger group responds to outsiders"); "role," (cities offer a variety of roles and require new ones of newcomers); "city" or "urbanization," and "minority." Children may be asked as enrichment activities to hear how newcomers to their own areas view American life or to investigate the contributions of blacks to their own community. However, the emphasis in the unit goes to sociologists' study of newcomers to cities.

By and large, the program gives scant attention to religious groups, who are simply ethnic when they appear at all.

Children are asked in both Level 5 and 6 to notice that by "better jobs," education, and learning new roles, newcomers move--presumably into the many streams of American life. No longer poor, they largely disappear from view in this program. Only big cities--we might even say inner cities--are clearly multiethnic and multiracial.

Children are not offered much opportunity to examine prejudice, discrimination, and racism in their own lives and their own immediate social worlds. This program makes these public, not personal, matters.

Materials show many roles for men and women, girls and boys. Both women and men care for children, shop for groceries, and do household tasks. Both men and women work in factories, serve on city planning groups, work as artists, teachers, and engineers, and use computers. Both women and men moved west or worked for pay as newly arrived immigrants. A woman is a reporter and a man a disc jockey. Women work at airports and weather stations. Men work in logging, construction, and fishing. Both men and women vote; both serve in legislatures and on a local board of education.

In Level 5 children study the efforts of Susan B. Anthony, Carrie Chapman Catt, and others who led the successful movement for women's suffrage. Equal rights for women is one of three current problems students are to address in the concluding unit of that Level. Children are asked whether men and women should act differently or the same and whether they should be treated equally in all respects. Students are to form their own hypotheses. They are to consider how they would feel and what they would do in three cases of unequal treatment of women in 1923. Youngsters are to interpret graphs comparing average earnings for men and women, and types of jobs held by men and women in the early 1920's. Their interpretations became data for seeing what roles society then assigned to women and men.

A data foldout inquiry exercise sets youngsters to finding out from newspapers, their own surveys, other textbooks, printed advertisements, television, or interviews how they themselves, their families, school, community, and people in the country at large feel about ways "men and women and girls and boys should act." For example, what jobs men and women may hold, whether women should be drafted to fight in wars, whether girls may be allowed to play little league baseball. Students are to develop both writing and thinking abilities in summarizing their findings. Then children compare the findings of present public opinion with those of the 1920's and predict opinions for ten years from now. The text includes accounts of Alva Belmont and the National Women's Party of the 1920's and the present movement for the Equal Rights Amendment. Children are now to use these accounts, a sound filmstrip showing methods of political action and arguments pro and con on the Equal Rights Amendment, and other ideas already developed to make speeches, either for or against ERA.

Presumably children will have examined their own values on sex discrimination, though it is worth noting that the issues are posed more in public and political terms than in the personal and social affairs of boys' and girls' own everday living.

Language in the program materials is non-sexist: "people," "you," "firefighters," "girls and boys, men and women," and "grandparents" are typical.

It is probably fair to say that the program carries a global perspective. Emphasis, however, goes to "simple" or non-modern (in a technical sense) societies, people of "bands, tribes, and chiefdoms," and "country people" in modernizing areas. Comparatively little attention is given to such modern nations as Russia and those of Western Europe or to such modernizing nations as China and Saudi Arabia.

Over-all goals of the Databank System are broad. First, the program is organized to foster inquiry skills in a)data gathering; b) data organizing such as classifying, comparing, modeling, and graphing; and c) data using such as inferring, generalizing, explaining, predicting, and hypothesizing. Second, the program provides substantial opportunities for developing basic skills in listening, reading, speaking, writing, and mapping. Third, the program asks children to examine basic values, although in this reviewer's judgment, more often values as they are set in the culture or society at large rather than in children's personal and social lives.

Fourth, children are helped to develop concepts, identified clearly for each level of the program and recurring for deeper meaning from one level of the program to the next. Primary grades concepts are drawn from the social sciences in general: family, work, change, interdependence, for example. Beginning in Level 3 concepts are drawn more directly from the disciplines: geography and economics at third grade; anthropology, sociology, and, though not so listed for Level 4 in the Teachers Guide; economics; history and political science in Level 4 in the Teachers Guide; history and political science in Level 5; and, anthropology and sociology in Level 6, but not, even though listed in the Teachers Guide, economics, except in the sense that all social sciences are interrelated. To build these concepts, much of the data is drawn from the studies of social scientists. In Level 3, to illustrate, Zimbabwe and Mohenjo-darc are "there" in part because archeologists can supply information about them. Vast areas of the United States are considered merely as "hinterlands" in the terms of geographers and socioligists who study urbanization. Level 6 includes what anthropoligists can offer about the Yananamos and Minas Velhas in Brazil, and sociologists about urban minority groups.

Teacher Guides are clearly organized to state specific objectives and the learning activities, materials, and end-of-unit organization needed to achieve these objectives. Activities and materials are unusually appealing and even ingenious. The Databank materials are, indeed, so integrally related to the text and strategies of the Teachers Guide that the program can not function without all of its components. Assessment devices come with the program and, on the whole, reflect the objectives.

Whatever the merits of the Databank System in curricular design - and they are many - the program shows the multiracial and multiethnic aspect of life among the poor, and primarily the urban poor, far more clearly than in American society as a whole. Because content is drawn to represent the studies of social scientists and/or serious social problems, the picture of many aspects of American society, past and present, is thin. It is consequently hard to see the contributions of cultural pluralism to the quality of life, to a rich and vigorous culture.

Reviewer #14

Windows on Our World

Houghton and Mifflin

Windows on Our World makes a carefully planned and successful effort to recognize the pluralistic character of the American Society and, indeed, of culture in the world at large. That all human beings are both alike and different is a generalization recurring in the program. Moreover, the program takes seriously its stated intention to stress both self-respect and respect for the human dignity of all American people--and people elsewhere.

This review looks first at the program as a whole: its implicit tone, and its explicit goals, objectives, activities, and materials. Later in the review comes a discussion of the treatment typically given to specific groups: blacks, American Indians, and women.

The overall flavor is that with all our varieties we are all here together. People in this country belong to many religious groups. All of us have physical features which make us visibly different from and also like some others. Some of us are black (and of various tribal backgrounds); some are white (and with differing complexions and hair colors); some are of Chinese, Filipino, Japanese, Vietnamese, or Indian background; some, or their families before them, came from Puerto Rico, Cuba, Mexico, or other parts of Latin America; some from the Middle East. Our people are of many ethnic groups. Some of us have physical handicaps: we are blind or deaf. We are of all ages. Children are older and younger. Other people are young adults, middle-aged, or old. We are in low, middle, and higher income groups, but rarely rich.

We live not only in cities, but inner cities and suburbs, in small towns or many kinds of rural areas. Some of us are male and some female.

We all carry on activities through which we meet basic human needs. To be sure, our particular ways of doing so may differ. A black man is a sculptor, an older white woman quilts, a Navaho sandpaints, unidentified artists paint many sorts of people into their "walls of respect" on New York City buildings. Members of ethnic groups sell ethnic foods in their grocery stores or restaurants. Yet many activities are in common. Both men and women, fathers and mothers, boys and girls have and express their feelings, including affection and sensitivity to others. Although women carry on traditionally female roles somewhat more frequently in the primary grades' materials than do men, nevertheless men do share these roles. Girls as well as boys compete in athletics or simply enjoy sports. Men and women--and the son of Mexican immigrants--serve in legislatures. Indeed, men and women, people of various social and ethnic groups, carry on many of the same sorts of jobs, managerial and professional as well as those of less social prestige. People of different kinds often work together on their jobs. School classrooms and playgrounds are commonly multiracial and multiethnic, as are crowds or gatherings of the "American public."

Photographs often make clear the many kinds of people in America--and all over the world. Many photographs and drawings are obviously chosen to show diversity. Many others, though clear enough for observation, might be "almost anybody." Language follows a similar pattern.

"Human," "human being," and "people" replace "mankind." The frequent use of "you" and "we" avoids the use of sex-specific pronouns. Children have all kinds of names: "Joan," "Tani," "David," "Carlos," "Joe," and "Linda."

Thus the image of American society is one of many sorts of people whom we are all likely to encounter. This state of affairs is normal: both typical and desirable. Moreover, the program carries a heavy emphasis on global education, underplayed in this review.

The program's explicit purpose is fostering children's understanding of themselves as individuals, members of groups, human beings, and inhabitants of the earth. (a) Each grade level develops "cognitive understandings:" facts, concepts, and generalizations. Concepts are listed for each level. As they recur, their meanings become broader and deeper. (b) Skills, too, are identified: acquiring and reporting information, to be sure, but also processing information by comparing, classifying, conceptualizing, inferring, hypothesizing, imagining, and evaluating. Growth is planned for over the seven years. (c) Four basic values are emphasized in differing contexts at every grade: self-awareness, respect for others, tolerance of uncertainty, and respect for the natural environment.

While the information selected is ordinarily significant in itself, it is also intended for developing those concepts, skills, and values which are the overall goals of the program. Consequently, the instructional materials and activities for any one unit or grade level does not "cover the topic."

In "The United States," Grade 5, to illustrate, children do begin with the question, "Are we one people or many?" Children are encouraged to understand that perhaps we are both. We are a nation of immigrants. Even Native American Indians and Eskimos migrated into the country, albeit several thousands of years ago. Our people have come from all over the world. Photographs and maps, as much sources of information as the paragraphs of the text, present a Mexican-American family, a success story of the son of Mexican-American immigrants, and a Mexican-American celebration of their New Year; an African-American dance; a Swedish-American Christmas; and a Jewish food market. Men and women, boys and girls appear therein. While activities and materials ask children to consider whether "melting pot" or "salad bowl" best describes American society, the loading is for "salad bowl."

However, this beginning unit "covers" neither the topic of immigration, nor the pluralistic character of this country. To develop the concept "urbanization" a later unit of Grade 5 returns to immigrants, this time those who came to American cities from southern and eastern Europe at the turn of the century. A black moves, too, from the South to Detroit, where he finds his new life both better and worse. Other kinds of people, also, migrate from rural areas to the cities.

Urbanization is again a concept for Grade 6. Pictures and text show many kinds of Americans attracted to cities for jobs and "things to do." Moreover, a Turkish woman and her family move to Istanbul, a young man to Vientiane, the family of a Kentucky coal miner to Chicago, a Yugoslav to Belgrade, and another family to Lusaka. From these short case studies children are asked to infer changes in family life from urbanization as well as families' mixed feelings about these changes.

"Basic human needs" is also a major concept. Opportunities to build this concept begin in Grade 1, when children are offered as data a young Navaho on his horse, both needing food and water; a black boy resting; a father, indistinctly of Asian origin, putting shoes on his two small daughters, and two white children in a tent, all taking care of safety and warmth; and so on. In Grade 5 materials, Chinese immigrants settled in San Francisco's Chinatown, a neighborhood which could fulfill their physical and psychological needs and keep their traditional customs alive. Other minority groups, children learn, have done so also. (Notice that these data are also useful for concepts of urbanization, family, and institution.) In Grade 6, case studies present the son of an Indian mahout who moves to a larger village for education, and a Mississippi farm boy who for security rejects a move to the city, along with three others, all attempting to meet their psychological needs.

Family is still another concept. At the kindergarten level, data shows that families help children and children their families. Family groups are of clearly different racial stock. Both fathers and mothers help children. Fathers shop and women repair things. By Grade 4, the concept of family is related to culture, institution, and again human needs. Pictures and text show many sorts of families of apparently differing racial, ethnic, and perhaps national backgrounds, made of mother, father, and children, with or without grandparents and/or other relatives, man and woman, mother and baby, father and children. To grow away from egocentrism, children are to list and so recognize explicitly the ways in which they depend upon their own families. In Grade 5, families are related again to needs, institutions, urbanization, and other concepts. Prose and pictures offer a variety of families: white and Eskimo, Orientals, black, and so on. The O'Briens, parents and children, have a family conference on rules and sharing work. Juan's father consults him about moving for a job opportunity. Families may be nuclear or extended. There are stages in family life cycles. Slave families could be broken by sale. White families moved west over the Oregon Trail or became sodbusters. A German family arrived to farm in the 1850's. These examples, though sketchy, illustrate the organization of information in concepts.

Information is chosen also for developing skills and values, interrelated, of course, with the concepts in lessons.

It has already been said that kindergarten children are to see how family members depend on each other for basic needs. These activities help to decrease egocentrism. In first grade, children compare pictures of the physical likenesses and differences of all sorts of people to support the hypothesis that people look alike and different at the same time. Youngsters imagine what it would mean to have all people exactly alike or entirely different. Moreover, students are to pair off to see how they look both alike and different from their partners. From such activities self-awareness and tolerance of diversity grow.

In Grade 2 children practice inferring by considering whether a white family carrying luggage in an airport is probably going on a trip, and whether Latino Mark, taking care of Carlos, is probably caring for his baby brother.

In Grade 5 in a section dealing with immigration in the 1850's students are to infer the kind of American population a Fourth of July speaker, perhaps a Know-Nothing, wanted. That speaker is refuted by no less than Abraham Lincoln. To promote empathy, children are to write advertisements to encourage immigrants to this country. Students are to hypothesize about the sources of American words borrowed from many sorts of people, not just Europeans. By role-playing the Chinese immigrant family arriving in San Francisco's Chinatown, children put themselves in the shoes of those whose needs are served by ethnic neighborhoods. Students are to compare the heights of buildings in New York City in the early 1900's with buildings in cities today and make inferences about urban populations over time from a table, graph, and map.

In Grade 6, students are to compare and infer family friendship patterns, psychological needs, from social science surveys of Azusa, a suburb; Glen Falls, a town; and Hong Kong, a city; and to hypothesize about differences. The information builds concepts of urbanization, basic human needs, and family, related to skills and values.

To say that the information is included for building concepts, skills, and values rather than to "cover a topic" is not to say, however, that presentations of groups in American society--and elsewhere-are inadequate. Not so. Selecting information for a purpose avoids the overload of not-to-be-used data. Selection also means that many familiar items are omitted.

Treatment of the Blacks experience is typical. The major aspects are included in Grade 5, The United States: slavery, its injustice and brutality; blacks' longing and efforts for freedom; the role of the blacks in Reconstruction, sharecropping, and the Ku Klux Klan; two currents of black activism represented by Booker T. Washington and W.E.B. DuBois; discrimination and hardship; and the continuous presence of blacks in major movements throughout history are all there. Yet in Grade 5, Francis Harper appears, though Harriet Tubman does not. If Frederick Douglass is missing, so also is William Lloyd Garrison. As a further provision for individual differences, it is suggested to teachers that children find out about the Civil Rights movement of the 1960's and Martin Luther King, Jr., and compare King's work with that of Washington and DuBois. Still, a full text discussion of King is not included. Black people are fairly represented, but the program does not focus on large numbers of outstanding black individuals, nor, indeed, large numbers of outstanding white persons, nor outstanding individuals of any sub-cultural group.

393

Mansa Musa and the West African empire of Mali are described in the Grade 6 text for the development of the concept, market place, an institution of human culture. (So also are a village market in Mexico; the medieval Troyes Fair; what Marco Polo saw in Kinsai; Renaissance Florence; the present New York Stock Exchange; market and command economies; and TV advertising.) Langston Hughes's "Mother to Son" contributes to the idea, "life cycle"' and Nigerian village ways to types of families and marriages. Slavery in America, the African slave trade, and the infamous Middle Passage show why slaveholders invented social myths to justify slavery.

One Grade 6 unit, "Human Beings: Alike and Different," focuses on the misuse of "race" and the evaluation of children's own stereo-types. In the same unit come Filipino, Iroquois, and Hindu myths about the origins of human differences. along with Hitler's terrible treatment of Jews and other examples of racism, stereotyping, and scapegoating.

Native American Indians appear early in the program. The several Indian cultures have been different, but not less worthy than those of other cultures. Indians are significant groups again in Grade 5. Making birch bark canoes builds a concept of technology. Conflicts between white settlers and many Indians are made plain and examined from several frames of reference, more than one Indian and more than one white. The Cherokee Trail of Tears is given special and sympathetic attention, although Wounded Knee and Chief Jospeh are omitted. Whites are beginning to learn from Indian ways of using land. As Grade 6 materials refocus on beliefs as part of culture, Winnebago beliefs about right and wrong encourage children's respect: for example, "the telling of truth is sacred."

It is an Indian who makes the case to a missionary for all peoples' wishes to hold to their own religious beliefs. That case introduces a set of lessons on the major world religions: Christianity, Judaism, Islam, Buddhism, and Hinduism, all accorded dignity.

Women in a wide range of social, even occupational, roles have appeared in the materials from the lower grades on. Woman continues to be part of the major movements in our history in Grade 5. They participated in the women's rights movement at the turn of the century, gained the right to vote, and continue now to struggle for equal opportunity. Carrie Chapman Catt is highlighted, while others such as Susan B. Anthony are omitted. Nonetheless, the representation of women's role is sufficient.

The patterns described for blacks, Native American Indians, and women hold for the treatment of the many other groups in America. This review might have used as illustrations ethnic groups or immigrants from European or Asian countries, Mexicans, any of the largest religious groups, workers, old people, or some others. However, brevity has required choosing a few typical examples.

Since this review is to examine the extent to which materials reflect the pluralistic character of American society, the pluralistic character of cultures on this earth is underemphasized here. Materials for kindergarten through Grade 3 contain not-American items sparingly, though increasingly, as growing children's horizons widen. In Grades 4, 5, and 6 information is drawn from many parts of our world, as well as our own country. The program has a clearly global perspective. Our country is an integral part of planet earth.

Worth noting also are the frequent opportunities for integrating social studies with reading and math skills and with learning in the natural sciences and the arts.

In Teacher's Editions, statements of the organizations of each level of the program, its units and even lessons, and their fit in the program as a whole are remarkably clear. Teacher's Editions contain copious explanations for learning activities, some essential for developing the concepts, skills, and values of the program. Role-playing and other similar activities are crucial for developing empathy; questions asking for, let us say, inferences from pictures, stories, graphs, or maps vital for skills; exercises in classifying and labeling, distinguishing likenesses and differences required for concepts. Teachers will find these explicit activities and strategies helpful.

All Teacher's Editions contain "Background Information", numerous suggestions for further activities for individual differences, lists of annotated books for teachers and others for children, and lists of annotated films and filmstrips. Overhead visuals and five filmstrips are available for kindergarten; so also are masters for duplicating skill exercises for Grades 1 through 6; activity books for additional practice for levels 3 through 6; and activity cards, organized by disciplines, to encourage individual or small group independent learning. These materials fit into the program as a whole, but either offer more opportunities for individualizing and mastery, or go more deeply than the texts into such matters as conflict and cooperation, and men and women who contributed significantly in the stream of history.

For each level (except kindgarten) there are pre- and post- tests, unit tests, and appropriate manuals and diagnostic record sheets, a reasonably decent assessment program. At the end of each unit are lessons which can be thought of either as culminating learning activities or means of evaluating. Though less formal than the tests, these lessons do better at evaluating complex skills and values. Evaluation maintains the image of society found in all other parts of the program.

Windows on Our World is thoughtfully constructed to encourage significant learning. Children are not only to develop ideas about the character of our society, but to think about and value its character. All kinds of children can find themselves, their roots elsewhere, their American heritage, their ties to the human beings of this world, and even prospects for their future in these materials. The presentations of the many groups are sufficient for elementary school children, respectful, and scholarly. The picture of America is of a land of opportunities and difficulties, of a society rich in diversity and commonality.

Reviewer #15

The Making of Our America

Allyn and Bacon

Concepts and Inquiry, published by Allyn and Bacon in 1970 and revised in 1974, traces its lineage back to the seminal curriculum development work in elementary social studies undertaken by the Educational Research Council of Greater Cleveland nearly two decades ago. Since its inception, this textbook series has undergone many significant changes, not the least of which was its expansion to a K-12 program- a unique characteristic of this series.

Below are other characteristics of Concepts and Inquiry.

1. It is a sequential, interdisciplinary series, based on concepts, skills, methods, and structure of history, geography, political science, economics, anthropology, and sociology, plus a few elements of psychology and philosophy. Of these organizing elements, history and geography receive the greatest emphasis.

2. The fundamental, organizing elements of the series are introduced in grade two, then gradually spiraled and elaborated at successively higher levels.

3. The instructional materials in this series consist of paperback pamphlets, textbooks (instead of one textbook for each grade level there are several shorter ones), student booklets, and teacher guides. A few audiovisual aids are available for supplemental use.

4. The publisher uses the term, "inquiry" in describing this series, but in reality this term may be a misnomer. Most of the lessons are teacher-directed and are taught by means of essentially expository modes of instruction, utilizing closed and open-ended questions, class discussion, and individual and group activities. Although the series encourages original, independent pupil activities, it would appear that pupils using this program would devote most of their time to reading the textual material, participating in discussions and answering questions.

5. Intended primarily for students of average or above average ability, the series does not take into account the actual and potential learning problems of students. That portions of lessons presented in the teacher's guide are designated according to their relative degree of difficulty for students is commendable, but this provides little consolation to those teachers attempting to work with a class populated largely with slow-learning pupils.

6. Content typically presented at higher grade levels is presented at lower grade levels in this series. For example, communities (traditionally a third grade topic) are presented in second grade, then elaborated in third; the founding of the U.S. (traditionally a fifth grade topic) appears in the third grade books; ancient civilization and the ancient Greeks and Romans (traditionally seventh grade topics) appear in the fifth grade books.

7. The pupil texts are replete with carefully chosen, appropriate visuals. Excellent full-color photographs, productions of original paintings, murals, mosaics and other works of art are an especially noteworthy feature of the upper elementary textbooks.

8. This series is more current than most of its competitors, and deals directly with minority groups in the American society. Moreover, it easily accommodates (but does not necessarily promote) the study of such persistent, compelling problems confronting Americans as pollution, declining energy sources, poverty, and racism, provincialism, and ethnocentricism.

Concepts and Values is a carefully developed, attractive series, one which should appeal to those educators concerned about the back-to-basics movement. It stresses history and geography, contains highly detailed and sequenced pupil activities, promotes the teaching of map and globe skills. This latter feature should appeal to those educators who deplore the high level of geographic illiteracy characteristic of many elementary pupils.

But these potential virtues are offset by several potential vices. Earlier this reviewer implied that the series imposes heavy intellectual demands on pupils. For example, as early as grade two it deals with such concepts as physical regions and natural resources of the U.S., interdependence of American communities, earth-sun relations, and natural and cultural environment. Similarly, at the fifth grade level pupils study such topics as the ancient Sumerians, Indus Valley civilization, Confucianism, Buddhism, the ancient Hebrews, Greek naturalism, Islam, African kingdoms, Latin Christendom, the Mongol conquests, and influences of ancient Greece and Rome on Western civilization and early Christianity. Is such content so inherently complex, so far removed in time and space from the daily lives of pupils that young readers are incapable of comprehending it? Can today's elementary teachers allocate sufficient time to the teaching of such content? In the reviewer's opinion such questions should be asked by educators contemplating the purchase of this series.

Not only does the concept load of Concepts and Inquiry appear to be extremely challenging for elementary pupils, this series does not deal effectively with the learning problems likely to be encountered by pupils. In far too many instances new facts, dates, names and locations are introduced merely as subject matter to be learned--without regard for the need to help pupils process this information and relate it to their own experiences.

Reviewer #15

The Social Sciences - Concepts and Values

Harcourt, Brace and Jovanovich

Unlike the other basal social studies programs reviewed in this report, Harcourt, Brace and Jovanovich's The Social Sciences: Concepts and Values, is a K-8 series, organized around a series of key social science concepts, drawn from the fields of psychology, sociology, anthropology, political science, geography and economics. These concepts are presented in a format designed to encourage pupils to acquire them sequentially and cumulatively. The narrative portion of the textbooks gives heavy emphasis to the research findings, theories and methods used by social scientists. Finally, the program is carefully organized and articulated, to promote the reinforcement and further development of concepts introduced at the primary grade level of the program.

At the end of each unit in the program are two unique features, designed to enhance a pupil's understanding of the textual material presented. The first, entitled "Focus on the Concept," presents additional information about previously studied concepts, and helps pupils to identify generalizations with which they have been working and consider them in light of new evidence. The second feature, "Focus on the Social Scientist," contains information regarding the actual work done by social scientists and encourages pupils to apply the content under investigation to believable, real-life problems in their own environments.

There are other commendable features of this program which enhance its teachability:

1. The visuals are exceptionally well executed, and complement the textual material. Particularly outstanding are the full-color photographs, paintings, charts and graphs.

2. Appearing at the end of each section are imaginative exercises designed for individual pupils, for pupils working in groups, and for individuals or groups to pursue outside of school.

3. The pupil workbooks are attractive and replete with worthwhile, valuable activities, calculated to reinforce and extend the concepts presented in the textbooks.

Clearly, great care and attention to detail were lavished on The Social Sciences: Concepts and Values. Indeed, when its publisher initially introduced this series in the late 1960's, it quickly gained the enviable reputation as one of the most significant, pioneering efforts to build a new elementary social studies program. Unfortunately, this series, though revised, has not changed significantly since its inception. This could present several problems for school districts comtemplating the adoption of this basal series in elementary social studies.

First, the series imposes significant demands, knowledge-wide and time-wise, on teachers. Those possessing weak backgrounds in the social sciences will find the series difficult to use. Moreover, effective use of the series requires teachers to allocate more time to this series than they may be willing or capable of. This could be problematical for those teachers who accord greater emphasis to instruction in reading and mathematics, and feel compelled to curtail instruction in social studies and other subjects deemed "less basic."

Second, the series does not attach signficance to the developement of those language skills-especially reading skills--which contributed to the social studies program. Unfortunately, the poor reader would tend to find much of the textual material, which is written several years above grade level, beyond his/her comprehension, owing to the inherent complexity of the concepts presented and the lack of appropriate teaching aids.

Third, the content presented in this series is heavily social science oriented and inquiry- and value-centered, at the expense of neglecting the more conventional, familiar topics found in most elementary social studies programs. These emphases, coupled with the large amounts of class time required by this series could lead teachers to reject it in favor of other series that are easier to use, require less preparation, and consume less instructional time.

Despite the above deficiencies, the series does deal more effectively and more honestly than most series with persistent social problems associated with life in our multiethnic, pluralistic society. Unfortunately these problems are not confronted in a systematic, sequential manner throughout the series; nor are such problems presented in a manner to encourage pupils to explore ways of resolving them.

Reviewer #15

The Holt Databank System

Holt, Rinehart and Winston

Among the more significant developments of the social studies curriculum reform movement of the 1960's and early 1970's was the tendency of teachers to use far more multisensory instructional aids with their classes than ever before. In response to this demand, commercial publishing firms produced a bewildering array of films, filmstrips, recordings, transparencies, charts, simulations, games, role playing exercises, models, replicas of artifacts, and the like. Such aids, it was believed, would enable teachers to revitalize their social studies teaching, enhance the teaching of inquiry skills, and make the social studies a more meaningful, exciting school subject. Thus the instructional media revolution was born.

Publishers specializing in basal elementary social studies textbooks remained at the fringe of the media revolution. One publisher confided to this reviewer in 1969, "Educational media are expensive to develop and produce. Besides, in a few years when Federal funds for the purchase of media begin drying up, you'll see teachers returning to textbooks."

Granted, most publishers developed optional media kits consisting largely of filmstrips, recordings, workbooks, transparencies, and ditto masters; but these were intended to supplement their textbooks, not replace them. With the exception of these concessions, textbook publishers preferred to concentrate their resources on the development and sale of textbooks, presumably because they were more profitable, involved less risk, and because of the industry-wide conviction that textbooks would continue to function as the basic vehicle for elementary social studies instruction.

That the media revolution proved to be relatively short-lived demonstrated that the textbook publishers had been correct--to a point. Despite the growing decline in the demand for multisensory teaching aids, Holt, Rinehart, and Winston, one of the largest textbook publishers, took a calculated risk. Seeking to capitalize on the media revolution, yet committed to the viability of the elementary social studies textbook, this publisher sought to give teachers the best of both worlds, a comprehensive collection of teaching aids and a textbook.

The product of this thinking was the Holt Databank System, characterized by its publisher as a "multimedia information storage-retrieval system." Originally published in 1972 and subsequently revised in 1976, Databank is intended for use in grades K-6 and includes for each grade level (except kindergarten) a media kit or "databank," a textbook designed to focus student attention on various topics under study, and a comprehensive teacher's guide. All three components are closely interrelated and can properly be designated as a system.

The third grade component (or third level, as the publisher calls it), Inquiring About Cities, illustrates the unique features of the databank (or media kit) in this elementary social studies program.

Included are (1) "data packs," consisting of pictures of city art, Mayan wall paintings, photographs of artifacts, and an 1897 Sears Roebuck catalogue; (2) audiotape casettes of actual sounds of a modern city; (3) "data masters," of survey forms, maps of cities and air routes, simulations and learning games--all of which are printed on spirit masters' (4) a variety of colorful filmstrips; (5) "data cards" containing maps, charts, diagrams and pictures of different cities; (6) "data foldouts" containing story-puzzles and other stories about life near river cities; (7) simulations and games which show pupils, for example, how to construct a spool engine and an assembly line; (8) "data comix," a series of comic books dealing with home design and construction and neighborhood planning.

The textbooks appear to occupy a minor role in the *Holt Databank System*, as they are intended primarily to focus pupil attention on key unit topics, and to introduce and reinforce ideas developed in corresponding databanks. Accordingly, the textbooks, though well-illustrated with photos, pictures, diagrams, etc., are far less comprehensive than those found in a typical textbook-centered elementary social studies program. For this reasons schools are well-advised to purchase the *total* program, as the textbooks appear to merely supplement the data banks, which in reality are the core of the program.

The teacher's guides appear to be eminently useful. They present for each grade level appropriate, clearly stated lesson and unit objectives, pupil activities centering primarily on the social studies and secondarily on related language skills, background readings for teachers, and thorough, well-sequenced daily lesson plans. Clearly these guides contain far more ideas for teaching than the typical teacher is likely to use; he/she can well-afford to be highly selective in matching activities to the perceived needs and interests of pupils.

Two vital areas of skill development which are accorded limited attention in this program are time and chronology and geographic skills. Very few time lines appear in the textbooks and databanks. Were these teaching aids included, they would enable pupils to sort out and order important people, places and events. Similarly, such map reading skills as orienting maps and computing directions, reading symbols, using a scale of miles, determining place location, and comparing different maps and map projections are a much-needed addition to this program.

Contentwise, the Holt Databank System shares with other elementary social studies programs several limitations. One is its failure to accord adequate attention to the various minority groups which comprise our distinctly American mosaic: to confront racism, ethnocentrism and other problems associated with life in our own pluralistic, multi-ethnic society and that in other nations. Another is its failure to sensitize young readers to the presence, as well as the causes and cures for sexism and ageism, two social diseases that appear to have escaped the authors and the publisher.

Reviewer #15

Windows on Our World

Houghton and Mifflin

Houghton Mifflin's Windows on Our World, a K-6 series, typifies the new generation of basal elementary social studies textbooks published in the late 1970's. Unlike other more traditional series, which tend to define social studies as a vehicle for transmitting our cultural heritage and proliferate with accretions of inert, pre-digested "facts" calculated (it would seem) to produce docile young citizens who accept the status quo, Windows focuses on significant, contemporary questions frequently asked by youngsters and directly involves them in their resolution.

The series explores the question, "Who am I?" in terms of four dimensions of human identity: children's understandings about themselves as individuals, as members of groups, as human beings and as inhabitants of planet earth. In their efforts to make the series as meaningful as possible to children, the authors attempt to deal with topics and themes that occur within the life space of elementary pupils; these are presented in language capable of being understood by the readers.

There are other features of this series which should enhance its teachability:

1. The concepts of globalism and interdependencies between people, between groups, between nations, and between groups of nations are stressed--albeit unevenly--throughout the series. These characteristics appear to distinguish Windows from other elementary social studies textbook series.

2. Recurring throughout the series are the themes of ecology and energy and their implications for the lifestyles of the pupils. These themes are accorded greater attention than in competing series.

3. The books contain a veritable profusion of carefully chosen, full-color photographs, drawings, paintings and other illustrations, designed not only to capture pupil interest but also to complement and reinforce ideas presented in the textual material. This characteristic augurs well for poor readers who find it difficult to derive meaning from printed matter.

4. The annotated teacher's editions for each grade level are very comprehensive and easily followed, and specify for each lesson goals, skills, specific textual material, new vocabulary terms and instructional methodology. Some provision--perhaps not enough--is made for individual differences of pupils.

5. Although it appears that the reading level is carefully controlled, concept loading is present; but this may not be as problematical as it might be, owing to the many well-chosen examples and high-quality visual materials characteristic of the series.

6. The kindergarten level materials consist of colorful, well-illustrated activity sheets designed for use in "hands-on" manipulative activities involving cutting, pasting and drawing. Stressed at this level are such topics as "Me," "My Family," "My School," and "My Community."

7. Available from the publisher is a wide variety of ancillary instructional materials, including a testing program, student workbooks, activity cards, and for kindergartens, a media kit containing filmstrips and visuals for use with overhead projectors.

The content of the fifth grade textbook is unlike that of its competitors, which tend to present our nation's historical antecedents in a chronological format. The initial four units, comprising the first 177 pages of the book, center on contemporary social, economic and political developments in the United States, while the remainder consists of a highly compressed account of the origins and development of the U.S. and a concluding unit which presents contemporary life in Canada and Mexico, then abruptly shifts to U.S. history since 1900. These abrupt transitions, coupled with a patchwork treatment of the United States, past and present, seem extremely illogical to this reviewer. Moreover, it is likely that the book's abrupt shifts between past and present may be quite confusing to fifth graders, whose time concepts are not well-developed at this stage in their lives.

Excepting the deficiencies noted in the fifth grade book, Windows on Our World is a well-organized, highly teachable textbook series. Not only does the series constitute a significant effort to make the study of social studies a meaningful, worthwhile experience for children, it also provides teachers with a vast array of worthwhile, proven teaching strategies. In this sense this series appears to be in compliance with the spirit and intent of Public Act 127.

APPENDIX B

ACKNOWLEDGEMENTS

1978 Social Studies Textbook Reviewers/Editors-Writers

1. Ms. Winona Humphrey (Blacks)
Multicultural Education Curriculum Specialist
Highland Park Public Schools

2. Mr. Fernando Gomez (Hispanics)
Michigan State University
East Lansing, Michigan

3. Ms. Roslyn McCoy (American Indians)
Director
Indian Education, Title IV-Part A
Wayne-Westland Community Schools
Westland, Michigan

4. Ms. Marylee Wiley (Africa)
African Studies Center
Michigan State University
East Lansing, Michigan

5. Ms. Jody Hymes (Asia)
PASE
Southeast Asia, Japan and China Studies
University of Michigan
Ann Arbor, Michigan

6. Dr. Barbara Aswad (Middle East)
Wayne State University
Detroit, Michigan

7. Dr. Robert Donuorummo (East Europe)
Russian & Eastern European Studies
University of Pittsburg
Pittsburg, Pennsylvania

8. Dr. Percy Bates (Handicapped)
University of Michigan
Ann Arbor, Michigan 48108

9. Ms. Nancy Ellin (Sex Bias)
Kalamazoo, Michigan

10. Ms. Marina Isobel Flores (Bilingual)
Curriculum Consultant
Ypsilanti, Michigan

11. Dr. William Helder (Gifted & Talented)
Curriculum Specialist
Lansing Public Schools
Lansing, Michigan

12. Dr. Lois A. Bader (Reading)
College of Education
Michigan State University
East Lansing, Michigan

13. Dr. Milan Marich (Reading)
School of Education
University of Michigan
Ann Arbor, Michigan

14. Dr. Jean Fair (Social Studies Scholarship)
College of Education
Wayne State University

15. Dr. William Joyce (Social Studies Scholarship)
College of Education
Michigan State University
East Lansing, Michigan

16. Dr. Grace Kachaturoff (Editor-Writer)
Division of Education
University of Michigan-Dearborn
Dearborn, Michigan

17. Dr. Georgianna Simon (Editor-Writer)
Marygrove College
Detroit, Michigan

Michigan Department of Education's

1978 Social Studies Textbook Review Committee

John M. Chapman
Social Studies Specialist
Instructional Specialist Program

Jo Jacobs, Coordinator
Title IX
Office of School and Community Affairs

Nancy Mincemoyer
Gifted and Talented Consultant
Instructional Specialist Program

Deanne Olsen
Secretary
Instructional Specialist Program
Social Studies

Maija Peterson
Bilingual Education Consultant
Office of Bilingual Education

Miguel Ruiz
Bilingual Education Consultant
Office of Bilingual Education

William Vorhauer
Equal Education Opportunity
Office of School and Community Affairs

Gloria Gordon
Educational Consultant
Office of School and Community Affairs

Kevin Magin, Consultant
Special Education Service Area